The School Journal.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG,
JEROME ALLEN,
FRANCIS W. PARKER, } Editors.

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly.) *$2.50* a year.
The Teachers' Institute and Practical Teacher. (Monthly.) *$1.25* a year.
Treasure Trove and Pupils' Companion. (Monthly.) *Illustrated.* *$1.00* a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.

The School Journal *and* Treasure Trove, $3.
The Teachers' Institute *and* Treasure Trove, $1.80.

E. L. KELLOGG & CO.,
EDUCATIONAL PUBLISHERS,
25 Clinton Place, (8th St.) N. Y

J. I. CHARLOUIS, *Manager Advertising Department.*

WESTERN OFFICE.
E. L. KELLOGG & CO.,
151 Wabash Ave., Chicago, Ill.

GEN. EASTERN AGENTS.
HENRY A. YOUNG & CO.,
55 Franklin St., Boston, Mass.

New York, October 9, 1886.

CONTENTS.

EDITORIAL.

The Teacher an Architect—A Proverb and its Application—The World Going to School—What a Clergyman said 199
The Superintendent 200
The Agreement of the Wicked 200
The Making of Money 200
The Bible in English Schools 2 0
A Duty 201
Primary Babies in Boston 201
Are Teachers Responsible for the Sins of Parents? 201

EDITORIAL NOTES 200

EDUCATIONAL ARTICLES.

A Beautiful Behavior. *By Supt. F. B. Gault* 201
Pine Grove School. *By Byron A. Brooks* 202
Manual Labor. *C. M. Woodward* 202

THE SCHOOL-ROOM.

Questions in the Philosophy of Education. *By Prof. Kruse.* 202
A Chapter of Don'ts 202
The Story of Bulgaria 203
Brief Lesson Plans 203
Picture Stories 203

TABLE TALK.

How New York Teachers Marry and yet Keep their Places 204

GENERAL EXERCISES.

Gems and Precious Stones 204
Reproduction Stories 204
Music—The Last Rose of Summer 205
Golden Thoughts 205
Persons and Facts 205
The Things of To-Day 205

EDUCATIONAL NOTES 206

Brooklyn 206
New York City 206
Jersey City 207
New Haven Schools 207

LETTERS 207

BOOK DEPARTMENT.

New Books 2 8
Reports 208
Literary Notes 208
Catalogues and Pamphlets Received 208

WE once more remind our friends in the West, that our Western manager, Mr. W. W. Knowles, will be happy to have them call at 151 *Wabash Ave., Chicago, when in that city. He will call personally on as many as possible during the fall and winter to take their orders*

NEXT week we shall publish the opinions of fifteen normal school principals on the normal school question. It will be a symposium worth preserving. Notice the articles by Supt. Gault and Dr. Woodward. We think this number is especially good, both in the news it gives, and the educational value of its various parts.

IS a teacher the architect of his own fortune or does some one else hew it out for him? We are continually hearing the expression, "I cannot help it, the board has so ordered; I must obey." In thousands of schools, text-books the teachers do not like are in use. They call them antiquated and faulty, but confess their inability to rid themselves of the burdens. In a recent interview a teacher said: "Politicians run the boards of education, and unless a man is willing to become the tool of some political manager he cannot secure an election as superintendent or remain long in such a position." This is not true everywhere, but there are places where these words express exactly the real condition of affairs.

THERE is a proverb in Hindostan that says: "Though you bathe a dog's tail in oil and bind it in splints, yet you cannot get the crook out of it." There is truth here. Inherited and constitutional tendencies are radical and often incurable except when taken in hand early in life. It is useless to fight fossilized opinions when they have become thoroughly indurated in mature life. There are thousands of men who vote for political nominees simply because they are nominated by their party. Concerning principles they know little and care less When a man gets so settled in any way of thinking or acting that he is beyond reasoning concerning its right, he is a hopeless case. Let him alone. In the young is our hope. The ground can be plowed, the seed planted and a good crop insured, if only we commence before the desperate weeds of superstition have sapped the soil. Commence in time and you can make anything you please out of a child—a saint or a sinner—just as you please. We have unshaken faith in the omnipotence of education, not in the school-room only, but everywhere, —the house, the street, and the church. The teacher has no time to lose in hurrying up his influences He must preempt the ground quick. Thousands of teachers are bidding for an opportunity of tuition. They have opened wide their school-room doors. Inside are just what the young like, good cheer, bright lights, exciting games, illuminated pictures, live stories, attractive drinks, and jolly good fellowship with no advanced fee. All these are terribly drawing. The boy doesn't see the end, he only is taken by the beginning and says, "I'm bound to have a good time," and he does have a good time until he begins to drink a few of the dregs and a little of the bitter, and his tastes and impulses are fixed beyond reform.

Look out for the beginnings! Make truth more attractive than error. Let the brightness and cheerfulness of life center around the first years until the child is safe.

THE world is going to school and getting its education through many hard lessons it doesn't like to learn. In England, Mr. Parnell and Mr. Gladstone are among the principal teachers. They are trying to hold the Irish in check, and prevent disorders, until through pamphlets, addresses, and other methods, English electors can be made to understand the real issue and allow the Irish to govern Ireland. Temperance workers in this country have undertaken to educate voters up to a determination to close saloons, and stop the wholesale trade in intoxicating liquors. Bulgaria has advanced two or three grades during the past few years in sobriety, judgment, self-control, and the power of self-government.

The conscience and intellect of the world is becoming quickened and improved. The nomination of Henry George to the mayoralty of New York, has already wonderfully educated the people of this city, and is certain to educate them still more, even though he be not elected.

Opposed to all this is force—brute force. England is renewing its policy of coercion in Ireland. The Czar is determined to force Bulgaria into submission to his will. The saloons demand free whiskey and will not reason as to right and duty. The old method of ruling the world by law and force is in active operation. Its maxim is a blow, and its motto, "You shall," "I will make you."

This old way of elevating the characters of children by laws and executions is still in use in thousands of schools as the principal means by which the moral standing of children and of the young is to be raised. Let us betake ourselves to the greatest of all educative forces, love, kindness, truth, and mercy. The world has been raised to its present position by them, and only these can lift it still higher.

A PROMINENT clergyman lately said, "The trouble about Christians is that they do not want to be at any trouble." This states the matter pretty well, and it points out the "trouble" with educators too. When a young man or woman gets a place as teacher there is generally a subsidence; no further preparation for the dreaded examinations; no drilling to improve in penmanship or reading; the geometry with its curious figures is studied no more; no rehearsals even of the "states and capitals." A few will act as though a beginning only had been made, but the majority as though they were at the end.

The clergyman felt, you see, as though the reception of a member into the church was but a beginning; the member received as though it was the end. We have often looked at classes leaving the normal school and asked ourselves in the language of the novelist, "What will he do with it?" meaning with his preparation, his partial education. To us it seemed that each was merely started on a career; it has too often proved that they felt they had reached the end. If we look over a hundred of these teachers who began two years ago, what shall we find? A large share have settled down into ruts, and roll along without the least worry in the world. If a lecture on education is proposed, if a convention is proposed, there is no response; educational books and journals find in them no buyers. A few out of the hundred are trying their best to keep the sacred fire burning; they struggle along often amid the sneers of their companions who cry, "It is of no use to be enthusiastic, ours is a dull business. We hear speakers say, 'ours is the most important work in the world,' but we doubt it; teaching is a routine, a trade." True, they do not utter precisely these words, but they are the expressions, nevertheless, of the convictions in the minds of a majority of settled teachers.

As the veteran Henry Barnard well says, "There is a screw loose somewhere; either they are wrong for not feeling interested, or I am." There is a "screw loose." The mode of doing things which we call education, makes "dead" teachers; at all events it promotes ossification; then these "dead" teachers keep up the routinism. We cannot blame teachers for becoming uninterested in education when they are not allowed to practice education; we cannot persuade them to emerge from their routinism, because they do not know how to practice education.

A certain physician in Providence was called on by a gentleman. After looking his patient over sharply he said: "You are a sensible man and so I can say to you, you need no medicine." If his patient had been less sensible in appearance, he would have given him a Latin prescription. The teacher thinks the public are not wise enough to appreciate real education, greatly to the injury, the eternal injury of his pupils.

The practice of real education is the only way to make the teacher a deeply interested teacher; he will take "trouble" then to read books and journals that discuss education. Education can advance only as the teacher advances in his comprehension of education: a low idea of his work leads him to look on it as a routine.

THE SUPERINTENDENT.

One of the main causes of the progress education has made during the past forty years is the superintendent. Such an office was once unknown; his existence is quite modern. The American system allows all sorts of people to take a hand at teaching. The dialects of Ireland, Scotland, and Germany may be heard in our schools, and oftentimes not pure ones at that. Some have no experience, some have had an experience that is a decided injury to them, some are graduates of the district school, some of the college. In all this heterogeneousness there is need of some one who can keep the idea of education before the teacher and insist upon his practicing the best methods.

The soul of the practical work of education lies in the superintendent. A good superintendent means good teaching. Some most remarkable instances come to light from time to time, showing what one man with ideas and energy may accomplish; now it is in a city; now in a rural town; now in a county. There is a vast amount of lazy superintending, shiftless superintending, ignorant superintending; in fact, that would seem to be the rule, for the successful superintendent seems to be such a marvel that he must be a rarity, an exception.

It is not difficult to find out whether the superintendent is doing a good work. A very short visit to one or two schools, a short conversation with a few teachers and a few parents settles the matter. In a county, lately, the question was asked of a teacher, "Who is your superintendent?" The teacher studied upon the question, and finally said, "I forget whether it is Mr. H. or Mr. M.; Mr. H. was superintendent, but I think Mr. M. was elected." This was nearly a year after the election! That man had not "made himself felt," evidently. He had not been to see this teacher, nor her school; she knew nothing of his ideas, nor he of hers. But he was drawing his salary.

Nevertheless, the salvation of the schools is the superintendent. There are many lifeless preachers, yet the world is to be saved by preaching. The superintendent can do a grand and glorious work if he will. He must consider his teachers as pupils in his school; he must gather them together once a year at least, and grade them as professionals—holders of normal school and state diplomas, (1) first grade, (2) second grade, (3) third grade, or novitiates. The professionals he must rank as teachers *in fact*; the others as materials to be made into teachers.

Let him now scan his first grade carefully and select those that seem promising and get them ready for the state examination. Let him lay out the work for them, encourage them, meet them from time to time, and look on them as a principal does on a graduating class. Let him in the same way move forward all possible from the second grade to the first, and from the third to the second. Let him lay out a regular course of study, and during the summer meet the grades and review them. He can then examine and advance all that are found capable. At this time the "state examination" questions can be sent to him, and the trial made.

If this plan were followed in New York State for a few years a surprising advance would be made. Instead of there being but few professional teachers there would be many. As it now is, only one in fifteen (we believe) holds a professional diploma. In ten years one-half would hold diplomas. There is now no inducement to hold such diplomas, save a personal ambition, which is a factor that needs support. If the students of a college did not look forward to a diploma few would stay out the four years' course. In the same way, the county superintendent must fix a course of study, (in fact, one is already fixed, that pursued in the normal schools,) and require his teachers to pursue that course until it is completed.

His power is ample if he will use it; he can recommend for situations teachers who hold diplomas. The live county superintendent will be much consulted; in some counties it is enough that the superintendent recommends a teacher. The "Regents Questions" have done a great work for New York State. (These are sent out to the academies and high schools each year, and those who answer them get a diploma.) That same plan, adopted by the state and county superintendents towards the teachers, will inaugurate a revolution in the rural schools, at least. A plan a little like this has been in use in New Jersey, and it has given that state a great reputation. Supt. Apgar felt that this system was a good one, and he deserves great credit for his courage in pushing it until it demonstrated its value.

There are people who will not like this plan,—the lazy superintendents and the lazy teachers—the latter especially. The latter will "kick" if this expressive term will be allowed. Yet it is their salvation. In New Jersey the rate of wages rose, on account of the better qualifications demanded. Prof. DeGraff, who held institutes in both New Jersey and New York, said the difference between the teachers of the two states was apparent in crossing the state boundary. It amazed him; he often spoke of it. The testimony of such a man, a proud New Yorker, is worth a great deal. He hesitated to admit it, but the facts were before him; the grade of teachers was plainly higher. The teachers of the Empire State were behind those of derided New Jersey. He investigated; he found there was force propelling the teachers of a county forward as the pupils of a sthool are propelled forward on the tracks of a course of study.

Will not the county superintendent especially advance to this unoccupied yet important point? In time the cities will follow.

THE AGREEMENT OF THE WICKED.

Our country is having an influx of all sorts of elements from all sorts of places, but the very worst kind that comes to us is the anarchist. Next to him is the socialist. Between these two there is no friendship. The socialist does not follow out the line of his argument to its legitimate conclusion, for if he should he would be an anarchist. The anarchist knows this and so he calls the socialist a coward; thus we have the singular spectacle of two radical classes, both agreeing to fight all the rest of the world and yet bitterly opposing each other. If there should be an agreement between them, their power for harm would be much more than it now is; as it is, there need be no fear that they will hurt anybody. Here is an illustration of the inherent weakness of sin. It cannot unite its forces. If it could the world would not stand in rectitude. Sinners never trust each other. They cannot. It would be contrary to their principles, or rather want of principles to do so. If a man is wanting in moral character in his treatment of those outside the circle of his "set," he will be certain sooner or later to lack the same essential element in his treatment of his own "set." It is impossible for a wicked man to be true to anybody, only so far as self interest leads him to be so. Having no principle to guide him he cannot be guided by it. He is like a ship without a rudder, it can't be steered.

THE MAKING OF MONEY.

The making of money is *not* the end of life. The man who says it is is both a knave and a fool! But, "I must have money." Yes, you must have it, as society is now arranged, but you may have it and wish you hadn't it, and you may have it and thank God you've got it. Thousands are happier to-day without much money than they would have been with it.

But, notwithstanding all this, the use of money—how to make it, how to invest it, how to spend it—should be taught in every school and home. There are thousands of pupils to-day computing interest on suppositional notes they will never hold, or find any man willing to cash. A man who is able to sell his note must have some extraordinary character. Out of a hundred men you meet in the street, not two could make a scrap of paper worth anything by writing on it a promissory note.

Why? Because they have no financial standing, and never will have.

We want more men and women of financial standing. Honest men and women! Capable men and women! Trading and pushing, yet lovable and trustable. In order to get them we must train our boys and girls in the art of using money. The basis of all business is cash. The schools must recognize this fact, and provide the coming generation with those who shall know how to use the cash better than the present one seems to be doing.

It is astonishing how hard some people will labor in order to break down a reform. They seem predestinated to defend and maintain *what is*. All sorts of *old* things find in them brave champions, and every new thing stout enemies. Why is this? Simply because the majority of people believe in the doctrine that what is, ought to remain as it is. The old mental arithmetic, the old grammar, the old spelling book, the old arithmetic, are all stoutly defended. Even the old alphabetic way of learning to read and the old idea that a child must learn to repeat many things he cannot at the time understand, find brave advocates. Let any method or system get a foot-hold in the public mind, and there will be found many to defend it. This is human nature.

The autumn of the year 1886 is no time to sit down and say, "Things are as they are, and I can't help it." *We can help it.* In a hundred ways we can make the world better.

"The world's old,
But the old world waits the time to be renewed,
Towards which new hearts in individual growth
Must quicken, and increase to multitude
In new dynasties of the race of men;
Developed whence, shall grow spontaneously
New churches, new economies, new laws
Admitting freedom, new societies excluding falsehood."

The New Orleans *Picayune* calls for some new form of amusement that requires "no brains, and is cheap." Wouldn't this be capital? "Cheap?" "No brains!" The time will soon come when the schoolmaster will not be wanted unless he studiously avoids all brain excitement.

"It is pretty certain that a technological school of high grade will soon be established in Atlanta, Ga." Nothing will more help—not the south only, but all parts of our country—than an education that promotes honest doing.

Buddha named eight cardinal duties: 1. Right belief; 2. Right livelihood; 3. Right speech; 4. Right actions; 5. Right means of livelihood; 6. Right endeavors; 7. Right mindfulness; 8. Right meditation.

The Industrial Institute and College of Mississippi is said to be the first institution under state auspices in the Union, where girls can work their way through college, and acquire joint education of head, heart, and hand.

The advance of popular opinion is clearly shown by the utterances of the press. We have an example of this in a recent number of the Reading *Herald*, which reads as follows. It is good:

"The society for the prevention of cruelty to children ought to give Superintendent Balliet, of this city, a medal for his action in abolishing text-books on grammar from some of the lower grades of the public schools. In recommending this reform, he said: 'The work of training children to speak and write good English can be done much more effectively without a text-book than with it *in the lower grades of our schools.*' In that sentence he hit the nail with approximate exactness. He would have hit it exactly square if he had left off the part which we have put in italics. The way to learn to speak and write the English language correctly is to speak and write it. It must be taught by example and practice, and while grammars may hinder they cannot help to any degree commensurate with the waste of time, patience, and energy which they cause. All the grammars in the world will no more teach a child to speak and write correctly than a book on swimming will teach him to float on the water. Turn the rascals out, Mr. Balliet. Teach English, but don't torture young minds with grammar."

Dr. Lyman Abbott recommends young people,
1. To read something each day.
2. To read what is worth reading.
3. To read regularly and systematically.
He proposes the making of a new book on,
"What to read, when to read, how to read."

In Cleveland, Ohio, the city fathers have wisely assumed parental authority. An ordinance has been passed refusing to allow children under fifteen to be on the streets after 9 p. m., unless accompanied by father, mother, or guardian.

We are very sorry to omit the lesson on "Seeds" this week. It was in the form, ready for printing, but at the last minute the cuts could not be obtained. It is certain for next week, and then others like it will follow.

It is a question whether college papers are to be classed as literary or illiterate productions. Judging from the recent issue of one that lately came to our notice we should conclude that some of them are given up to what our city journals call "Sports." In this paper, under "College News," we find only four items. They are:

"The Freshmen were defeated by the Juniors at base-ball yesterday." "The college tennis tournament opens to-morrow." "Work was begun on the new gymnasium yesterday." "Messrs. So-and-So have been appointed to select a college foot-ball team."

Now, it is well to have muscle, but when it is placed above intellect, it is time to suggest that it might be well to found a few new colleges where the cultivation of the mind will receive the attention its importance deserves.

THE BIBLE IN ENGLISH SCHOOLS.

Public school teachers in England are required to teach Scripture, and a knowledge of the Bible constitutes a part of their preparation for their work. In a recent examination the following questions were "set."

1. Mention some of the chief points of Christ's teaching in his conversation with Nicodemus.
2. Explain the following sayings of Christ, and mention the incidents which gave rise to them—
   (*a*) "He that is not against us is for us."
   (*b*) "Ye know not what manner of spirit ye are of."
   (*c*) "Let the dead bury their dead."
3. What mistake did the Pharisees make as to the observance of the Sabbath, and how did our Lord reprove them by word and deed.
4. How did Jesus, by word and deed, teach the disciples to be humble?
5. Why was St. Paul persecuted at Lystra?
6. Write a short account of what happened when St. Paul visited Jerusalem for the last time.
7. How are children taught in the Bible to behave—
   (*a*) At home?
   (*b*) At school?
   (*c*) With their companions?

What would American Boards and public school teachers say to a rule requiring a thorough knowledge of the Bible as a requisite to a certificate?

A DUTY.

The officers of the United States army who have served for a certain period are retired on reduced pay and relieved of actual service during the remainder of their lives. This is justice and a duty, but why is it not equally just and a duty for the state to look after the interests of its worn-out veterans in the educational army? This question was recently forced upon us by reading in the last report of Superintendent Patterson, of Brooklyn, his remarks concerning ex-Superintendent John W. Bulkley, who has been in the employ of the Brooklyn Board of Education for the past thirty-five years, and ranks a senior superintendent in this country. He says;—

"It was my hope that the Board of Education would refuse to relieve altogether from its service one who had directed the work of the schools for so long a period, and that he would be assigned to other and less laborious duties. In my opinion the Board would act wisely to retain in its employ, in some capacity, one who has served it so long, so faithfully, and with such acceptance, and thereby hold out to teachers, generally, an inducement to render service that shall be of more than ordinary value to the cause of education."

The very day the remarks connected with this extract were written brought us the following letter from a valued teacher in a neighboring city. It tells its own story:—

"During the past week I was profoundly touched by hearing of the serious illness of a teacher who had given himself to his profession for upwards of forty years, doing his duty manfully, and respected by all who came in contact with him. Yet this teacher had not the wherewithal to pay for the necessities of his sickness, nor to secure his wife from want. A body of his fellow-teachers, neither many in numbers nor magnificently paid, subscribed a sum of which they may justly be proud; and thus the needed money came from the quarter from which it was easiest to accept it, as it was given with such hearty good-will. Still the fact remains that, after forty years of faithful service, a teacher may come to be dependent on others for his daily needs.

"Shall we allow this state of things to continue—is there no way of ensuring a peaceful ending to a life spent in doing good to others?

"I do not speak of bird-of-passage teachers, but of those who have chosen teaching as their profession "for better, for worse."

"Can we not have some kind of a mutual benefit society, with a perfectly responsible board of managers, by which sickness could be rendered less terrible to those depending on their own exertions?"

We shall be glad to receive and remit contributions to aid this old teacher, acknowledging the same in the columns of the JOURNAL. Send something, even though it be little. "Inasmuch as ye have done it," etc. We shall return to this subject in the near future.

PRIMARY BABIES IN BOSTON.

THE average city news gatherer on a daily paper is generally more familiar with horse racing and theatres than with school text-books. When he attempts to criticise them he generally gets into a muddle. Witness the following from the *Boston Evening Record:*

GIVE THE BABIES A SHOW.

Primary education is being simplified to an alarming extent. In a new language book intended to instruct the infant mind the following extraordinary definition appears: "A group of words which tells something is a telling sentence." Then follows this still more extraordinary query:

"How many telling sentences have you written?"

The Society for the Suppression of Cruelty to Children ought to get hold of the man or woman who made that book, and have the offender dealt with summarily. The idea of asking a defenceless little boy or girl such a question as that. It is enough to make a powerful editor or a famous divine blanch to be asked how many "telling sentences" he has written, but a primary baby—Mercy!

Note the ignorance.

Primary babies in Boston study grammar.

The simplifying of education is alarming!

The writer doesn't know what a "telling sentence" is. Has he ever heard of an asking sentence? Has he ever heard an exclamatory sentence? Then he never stepped on a banana skin on the side walk. Yes, he has heard these sentences but a "telling sentence" never. Well, we will tell him what sort of stuff the "primary babies" of Boston and Massachussets have been studying for a generation past. The title of one of the first lessons of a popular grammar that has been largely used in the Old Bay State, is as follows:

"A FEW GREAT IDEAS WHICH LIE AT THE BASIS OF GRAMMAR AND FROM WHICH THE SCIENCE UNFOLDS ITSELF."

Immediately afterward it proceeds to tell the child that:

Language consists of many thousand words, but they can be divided into nine classes called parts of speech. The parts of speech are nouns, pronouns, articles, adjectives, verbs, adverbs, propositions, conjunctions, and interjections. To these nine classes belong eight chief properties, gender, number, person, case, voice, mode, tense, and comparison. These words and their properties are based, mainly upon ten things or ideas, objects actions, qualities, sex, number, relations, manner, time, place, degree.

In this brief paragraph are thirty-six most difficult words, the meaning of which the child knows nothing, and concerning which he cannot become fully familiar without years of patient study. Yet thousands of "primary babies" in Boston and New England have been obliged to learn such nonsense.

At the close of the above remarkable lesson we find this note.

"The teacher cannot spend an *hour* better with his class than by explaining the preceding paragraph.

Look at the inconsistency and hypocrisy of a Boston editor holding up his holy hands in horror at a child being asked to write a "telling sentence," and tell what it is, and passing by the mountains of grammatical abominations, daily put into the mouths of "primary babies." Verily, the race of men who pretend to strain at a gnat of wisdom, but easily swallow a whole camel of nonsense, has not perished from off the face of the earth.

ARE TEACHERS RESPONSIBLE FOR THE SINS OF PARENTS?

Too much is expected of teachers. We are always ready to admit that their responsibilities are great, and that they should be held to a strict account for the sins they commit; but it is simply monstrous nonsense to hold them accountable for all the sins of our forefathers. If a child is round-shouldered, or has weak eyes, or crooked legs, or a weak, hollow chest, forthwith comes some irate old grumbler who writes to the newspapers such letters as the following from a recent issue of the *N. Y. Tribune:*

"New York city deserves the reputation she has earned for her public schools, and yet these schools are sadly deficient in one respect, namely, The physical training of children. No pains are spared to cultivate thoroughly the minds, but this is not so when it comes to the bodies. Of all children those in the city most should have daily systematic exercise. Watch them as they go to school; many are poorly built; even while young they begin to show the defects so common in adults, namely, stooping or rounded shoulders, flat chests, one shoulder higher than the other, and with this an abnormal curve of the spine, arms and legs out of proportion, etc., defects which are mainly due to the lack of proper muscular development. A child can easily be "built up"; it can be taught the necessity of carrying itself properly; but after it has passed a certain age it is a Herculean task to bring the body to its proper normal position. To-day a man or woman who is straight, or who even holds the head up, is so seldom seen that we turn to look as they pass us. This lack of care of the body is one reason why there are hundreds of doctors turned out of our medical colleges every year."

Is it the teacher's fault that children come to school "poorly built?" Have they the making of the young imbeciles who are often too weak to walk to school when they are first sent? Should they be held accountable for the sins that are visited upon the third or fourth generation? If so then give them the power of issuing marriage certificates and enacting laws that will prevent the crime of populating the world with those who haven't physical strength enough to take up the burdens of life?

Thousands of children are to-day suffering from the effects of scarletina, typhoid fever, measles, whooping-cough, small-pox, and meningitis. More than this, they have lived in badly ventilated apartments, have been insufficiently clothed, eaten poor food, and been permitted to fall into all sorts of bad habits coming from evil associations. We are now speaking of those children who come to our schools from the lower walks of life. But there are thousands of boys and girls of wealthy families who sleep on high pillows, and are constantly eating all sorts of sweet-meats and pastry, and drinking strong tea and coffee. Their early decay is seen in the condition of their teeth and the sallow color of their countenances. They sit up late at night, dress in party costumes in the dead of winter, and dance in heated rooms before they have entered their teens. In school they are listless, weak, and complaining, with no physicical or mental strength. The visitor, entering a school-room where such pupils are found, at once lays all the fault at the door of the teacher. He says, "Why don't *you* make your pupils stand erect? See their hollow chests, round shoulders, arms and legs out of proportion. See how they sit and walk. Your school isn't right. You are not doing your duty."

Let the responsibility rest where it ought to. Don't make the poor teacher a scapegoat for all humanity's weaknesses and sins, but let a large share of physical and mental imbecility be charged up to the account of the home where the child spends all its early years and, at least, sixteen of the twenty-four hours of each day during its school life.

But on the other hand the teachers and school boards have sins to confess. Poor ventilation, bad air, cramped seats, cold feet, drafts, improper postures in the class, too much home-work, scolding about lessons not learned, nervousness communicated, too much attention given to the learning of facts, and too little to the principles of right living and thinking. All these are sins teachers are to-day committing. Let them repent and bring forth the fruit of repentence!

The great sin of sins consists in considering that the chief end of teaching is the gaining of useful knowledge. The training the mind to think, the body to act, and the heart to feel is what the true teacher does. Let "standings" alone, burn up class records of recitations, let examinations have nothing to do with promotions, and the attention be turned to the development of the whole nature—soul, body and mind,—in all possible ways, and our schools will fulfil the high destiny for which they have been established.

A BEAUTIFUL BEHAVIOR.

BY SUPT. F. B. GAULT, SOUTH PUEBLO, COL.

"A beautiful behavior gives a higher pleasure than statues or pictures; it is the finest of the fine arts."—*Emerson.*

This principle so happily stated by the "Sage of Concord," has been the vital one in securing politeness in a school when very new, wholly unorganized, and made up of representatives from every quarter of the globe and of every "previous condition"

"He who sows courtesy reaps friendship, and he who plants kindness reaps love," says Basil, the wisdom of which we have amply tested in the rich fruitage we now gather in the abiding and manifest friendship and love of our pupils. "Don't be afraid of wild boys and girls; they of ten grow up to be the very best men and women. Wildness is not viciousness," Herbert Spencer assures us. Rudeness is seldom dapravity. Usually the child that is not polite has little instruction and practice in true politeness. Politeness is not a garment to be put on and off at will. It is right thinking; its outward grace and charm come from the exercise of the quality at all times and under all circumstances. From the very first it was understood that every boy and girl in this school was to be recognized on the street and elsewhere by the teacher and superintendent. Soon a very cordial spirit grew up and pupils voluntarily and politely greeted every teacher connected with our schools. Now hardly a boy in any school or ward fails to lift his hat to any lady teacher in our employ. People who are sticklers for proprieties may claim that a pupil being an inferior should not first salute the teacher, but only when recognized should he return the salutation. It was difficult for me to learn the faces of so many children, so we came to an understanding that each boy and girl of ours should speak to me so that I might know who belonged to us. It has had the effect to make pupils respectful to every teacher, and anxious to secure kindly recognition.

Teachers are urged to be polite, to say, "If you please," and "Thank you," and other pleasant expressions. Requests and not commands are made. Pupils have caught the spirit of kindness and decorum, and

have acquired polite ways more by example than by precept, though the latter has not been neglected.

Pupils are taught to be polite to each other, to pick up books, pencils, handkerchiefs, etc. When this is done in the school, or in recitation the recipient is expected to say, "Thank you," or in passing directly in front of another to say, "Excuse me." Such expressions of courtesy are not regarded as whispering.

The sentiment is fostered that "deportment" is little else than good manners, good breeding, the being and doing what good society requires." We have found it to be a strong element in discipline, or in reproof for misdemeanors, to show that certain conduct was rude, impolite, unworthy the pupil, the time, and place. The public opinion of the school can be more certainly and effectively turned against an offender when it is made to appear that the offense is a violation of good manners as well as an infraction of the "rules of the school."

It will follow almost invariably that the teacher who is anxious for the welfare of her pupils, who has a kind heart, a kind look, a kind tone, a kind way, and withal understands the true value and function of politeness, need not long be annoyed by the impoliteness or incivility of her pupils. They will soon learn that,

"Politeness is to do and say
The kindest thing in the kindest way."

PINE GROVE SCHOOL.

By Byron A. Brooks.

Chapter I.

It was with many misgivings that Miss Lovell undertook to teach the Pine Grove School. In the first place she felt the importance and responsibility of the task which she had undertaken. It was after much earnest thought and conscientious consideration of her own fitness for the work that she had decided to become a teacher. It was not on account of her education or aptness to teach, for on those points there was no doubt. But she could not feel that the task of training immortal minds was one to be undertaken in the commercial spirit of those who deal in material products. She felt that it was a *calling* upon which one should enter only with the sincerest motives and most earnest endeavor to promote the moral training of her pupils. She knew that she was to be an active agent in character building, where errors are irreparable, and where only the deepest sympathy, the most patient effort, and constant watchfulness can ensure success.

Again, she was anxious to succeed, and still more to deserve success. She felt with great trepidation her lack of experience. Though she had all the training in the theory and practice of teaching which the best normal schools afford, this had only opened her eyes to the dim perception of the fact that beyond and beneath all the precepts of the schools lies the great unsounded sea of the science of education, whose elementary principles are just beginning to be discovered.

Yet, withal, she had caught the fact that as education deals with the child's mind, it is only by studying it that we may discern its nature and the methods which must direct its development. She was fortunately in possession of the key to this study, without which no one can become a teacher;—she had true sympathy. She loved children, and delighted to observe their manifold activities and study their unfolding characters. For the true teacher has the great compensation of cultivating the richest soil, and one in which the good seed quickly takes root and ripens into golden fruit.

But it was apparently a stony field which Miss Lovell had chosen.

Pine Grove had the reputation of being one of the hardest schools in the county. It was a rude village in a farming region, where the stony soil produced its yield only under the most laborious cultivation.

The inhabitants partook of the nature of their surroundings; hard, economical, serious, and, withal, upright and unbending as the pine trees which crowned their cliffs. The Pine Grove school-house was situated at the "Corners," a little back from the street, unenclosed, unpainted, and unshaded, and ornamented only by a huge wood-pile in front, gathered for the winter's supply.

There had been some attempt at repair; a new handle had been placed upon the door, a few panes of glass inserted in place of those broken, and the floor and benches were still damp from their recent annual scrubbing. These, with the wood-pile, constituted the usual expenditure, voted at school meeting for the "deestrict school," in addition to the teacher's wages, and all was required to be kept as near the amount of the public money as possible, so as not to compel a tax on the "deestrict."

It had never occurred to the villagers that the place where their children passed so great a portion of their time should at least be as attractive as their homes; that their surroundings were largely a means of education, and that much of their dislike of school and insubordination was the result of the cheerless condition of the school-room. Not one of the trustees or parents who seldom visited the school but was glad to leave it, and would as willingly have been confined to a penitentiary as to its gloomy walls and dull routine of tasks and penalties. Hence it was with a sinking heart that Miss Lovell approached the village school on the morning of her first day, though she repressed her feelings, and with a cheerful smile and courageous resolution met the group of children at the door who had already preceded her early arrival.

[To be continued.]

MANUAL LABOR.

Advice from C. M. Woodward, Ph.D., St. Louis, Mo.

1. Go slow. Study what has been done elsewhere. Do not suppose it necessary to adopt the whole program of a manual training school at once. It is not even essential that you see the end from the beginning. Like a tree, manual education must be well planted, tenderly nurtured, and given time to grow. Woodwork and drawing will suffice for the first year. Use only hand-tools, leave engines and power-lathes till the second. Do not omit free-hand and instrumental drawing. Let the pupils learn to stretch paper; to use instruments accurately and readily; to draw smooth, light, and heavy lines with india ink; to shade and space, and draw tangents. Pupils should always make projection drawings of their shop exercises. Teach how to work from a drawing, and how to make drawings of objects. Pupils should learn to see the object in the drawing, the drawing in the object. Buy good tools, but none which will not be used the first year.

2. Do not mistake the shadow for the substance. Don't set the pupils to making boxes and chairs and tables and cases for us at school or at home before they have learned the alphabet of woodwork. Teach the theory and care and proper use of tools. Choose typical forms, and let each exercise be short. Be logical, clear, exact. Execute difficult exercises twice. Study the try-square and the guage. Give class exercises and economize material. Avoid show pieces, and remember that training is the principal thing. The main object of manual training is not to make mechanics; it is to make boys and girls clear-headed, intelligent, and handy.

3. Treat manual training with respect. Don't put the workshop into the basement; insist upon dry, pure air and good light. Don't crowd pupils, nor give them poor appliances. Give the teacher a good blackboard and a chance to instruct the class as a unit. Don't think you *must* have shop-work every day; three, or even two, exercises per week will do at first; but when your program is arranged, follow it. Two hours of shop-work per day is enough. Don't let the boys (and girls) who take drawing and shop work neglect their mathematics or science or literature. There are many avenues to culture; keep them all open.

Your shop teacher should be well educated and a natural teacher. Don't relegate manual training to the janitor. In a small school, the shop teacher may be also the drawing teacher or the teacher of physics. He should be paid as well and rank as high as any assistant. Beware of experienced mechanics who are reputed to be fine workmen, for they will scarcely appreciate your object, and will find it easier to do the work themselves than to teach pupils to do it. A bright young teacher who understands drawing can, under a good instructor, learn all the woodwork necessary to begin with in thirty days of three hours each. If you fail to find a good teacher, don't get any; you can afford to wait; you can not afford to fail?

THE SCHOOL-ROOM.

QUESTIONS IN THE PHILOSOPHY OF EDUCATION.

Given in Class by Prof. Kruse, Oswego Normal School, N. Y.

Which of the senses seems to involve all the others?

Which of the senses are active in the dark?

Do our senses, or our perceptions, give us a complete idea of things?

Are our senses reliable? State your arguments, pro or con.

Does the child generally apply one or more senses to an object?

Does he exercise the faculty of perception before coming to school?

Illustrate.

In your opinion is objective teaching simply desirable, or indispensable, if any real knowledge is to be obtained?

Does curiosity give an impulse to attention and perception? How? Illustrate with reference to children. What does this suggest to the teacher?

In language, does a knowledge of things contribute to the power of thought and expression? Explain how.

Do animals *feel*, *think*, and *will*?

Explain, or illustrate by examples.

If there is something besides the physical organization of animals, what name would you give to it?

What is your idea as to what is generally called breaking the will of children?

Can it be done, or, should it be done?

What, in your opinion, might be done to give the will or desires of children a better aim or direction?

Is a drunkard generally provided with a strong will power? What causes him to succumb to temptation and remain addicted to drink even after he loathes himself for being so? Does this loathing, or his acts, express his real will?

Since *absence* or *weakness* of *will* is likely to lead to bad consequences, will you describe how such a state is often produced by an unnatural system of training, and what might be done as a remedy?

Should anybody teach who does not love children? Why?

Supposing children are spoiled, or are vicious, can they be guided entirely by affectionate means?

What are the bad effects of treatment based upon fear, morally, mentally, and in regard to the will?

What are the effects of trying to manage children by too much praise?

State under what circumstances a moderate amount of praise or approbation might safely be given.

Do you approve of the bestowal of prizes for successful examinations? Why?

A CHAPTER OF "DON'TS."

Seasonable to the Commencement of a School Term.

Don't expect, when you receive a new class, to correct all the faults at once. Make a list of the more glaring, and attack one at a time, patiently and perseveringly.

Don't fail to enter the class-room each morning with a pleasant face, even if home cares are brooding; the aching heart must not be manifest in the school-room.

Don't neglect to enter into a pupil's enjoyment. Laugh whenever you can, even if the order of the school-room be somewhat interrupted at times. A teacher who laughs more than she scolds is apt to have a greater hold upon her pupils.

Don't raise your voice when incited to rebuke. A reproof is just as effective in a low tone, while a control of the voice induces a control of the temper.

Don't dismiss a pupil with the echo of a just received scolding in his ears. Detain him, if possible, till something pleasant has been said.

Don't call a pupil "stupid" if he does not understand your explanations. Want of attention should always be censured, but not want of comprehension. Throw a different light upon the subject, or allow other lessons to intervene, and then resume the clearing up of the obscurity.

Don't discourage a poor penman, by obliging him to recopy his work continually. Find out his prominent faults—which will be, probably, improper spacing, want of uniformity in small letters, a neglect to bring letters to the line, etc., etc. Request him to copy his work with reference to some *one* of these particulars. Often the other faults will be corrected by reason of the care given to one.

Don't keep a class "ciphering" for hours. (N. B.—Ciphering means making nothings.) Some teachers think that scores of examples must cover every exigency. Often it is better to forego slate exercises, substituting reading and reasoning examples from the text-book.

Don't give examples yourself, as an invariable rule. Give class the terms involved, and ask members to frame examples. It is surprising to note the difficulty they find in doing so.

Don't give rules in grammar to be memorized until pupils can furnish illustrations involving the rule. Then don't require rules, for it will not be needful.

Don't give examples of false syntax, continually—better not at all. A pupil should learn that "I seen it" is wrong in the same manner that he learns it is wrong to speak crossly, or profanely—long before any rules or reasons are given.

Don't give long lists of lengths of rivers, populations of cities, etc., to be committed to memory. Confine yourself to requiring an enumeration of a very few of the more important. It is of greater consequence to know what has caused a city to be populous than to know its population.

Don't lay any stress upon dates of battles, except the very decisive ones. Give special attention to the cause and effect of the engagement, controlling and parallel events in other countries, and biography of leading men.

Don't allow the reading class to take its seat until it has extracted the "thought from the written page." Mere word-calling can be as effectively accomplished from the columns of the spelling-book.

Don't think that good spellers can be made by conning words in columns of spelling-book. The examination-papers and compositions will show how many words in ordinary use are misspelled, yet such words are not commonly found in the text-book. Again, how many of the words in the speller are not encountered, even in an extensive course of reading? Still less frequently do they occur in ordinary conversation and writing.

Don't adopt the method of any and every teacher, as an infallible rule. Even the good methods presented in the JOURNAL need modifying and adopting to suit the condition of the class, or the individuality of the pupil.

Brooklyn. E. G. B.

THE STORY OF BULGARIA.

For Reading to the Scholars.

The insurrection in Bulgaria was no insurrection, but simply a very shameful act of abduction. Prince Alexander was taken by force from his palace, the abductors apparently expecting that a revolution would follow, and that the Prince, in ignorance of the real facts, and with the fear of Russia before his eyes, would abdicate. In both respects his captors were disappointed. The populace and the army both remained thoroughly loyal to the Prince, and, what is perhaps more remarkable, the Prince remained loyal to his people. An uprising of the people and of the soldiery speedily deposed the provisional government which had been created by the abductors, and the latter have already been tried by court-martial, two of them sentenced to death, and a third to life imprisonment. If Russia hoped that the abduction of the Prince would lead to domestic disorders in Bulgaria, and so give some sort of justification to her for interfering in the name and interest of peace, she has been grievously disappointed in the unanimity of the Bulgarians. Prince Alexander was taken a prisoner to Russian territory, but even Russia dared not provoke the execration of Europe by keeping him in prison for the crime of refusing to abdicate. He was released, and passed through Germany on his return to Bulgaria, having been received in Germany with great enthusiasm. This latter fact is one of significance. He is of German birth. The Germans evidently regard his abduction as an insult to Germany and even Bismarck may hesitate to disregard the national sentiment and co-operate with Russia in dethroning him. Without his co-operation it is doubtful whether Russia will venture to follow up this attempted revolution by open war on Bulgaria. It looks a little as though she had blundered in attempting to produce a revolution without revolutionists, and in assuming that the Bulgarian people could be treated as she has treated some of the peoples of Central Asia. In Central Asia loyalty is an almost unknown sentiment, and there is but little national cohesion, while in Bulgaria both loyalty and nationality have been developed into an enthusiasm which this criminal, if not blundering, *coup d'etat* is likely to stimulate into a passion. M. de Giers, the Russian Prime Minister, has issued an extraordinarily impudent circular, denying that Russia had anything to do with the abduction of Alexander, and claiming the credit of the counter revolution, while he at the same time expresses a hope that Alexander will accept his dethronement as an accomplished fact.

As light breaks in upon the Bulgarian situation, the wisdom of Prince Alexander's abdication, after his apparently triumphant return, becomes more and more evident, and furnishes another proof of what appears to be substantial wisdom and ability of a young ruler who is, in his adversity no less than in his prosperity, the hero of the hour in Europe. It was simply impossible for him to maintain his position in the face of three empires, and there is every reason to believe that if he had attempted to do so his career would have been brought to a speedy and final close. As it is, he has demonstrated his courage, and at the same time his unselfishness, by withdrawing from a country which he could no longer rule without exposing it to the most serious dangers. That he has won the hearts of the Bulgarian people is clear enough, not only from their past expressions of affection, but from the continued expressions of sorrow over his departure from the country. If he should never return, his rule will become what Bismarck cynically prophesied it would, "a pleasant memory," and his image will remain with the Bulgarian people as that of a national hero born out of due time, who added to the courage which heroes always possess a wisdom which they sometimes lack. Under the call of the regency, which has taken the administration of government, the National Assembly has met recently. Meanwhile Prince Alexander is expected in England, where his visit is waited with great interest, as being possibly fraught with far-reaching consequences. The situation, although peaceful at this writing, is as full of possibilities of explosion as an active vulcano.

BRIEF LESSON PLANS.

HOW TO USE PICTURES IN LANGUAGE WORK.

In the next column of this week's JOURNAL will be found several outline pictures. The question will be asked, "How can they be used?"

First. Transfer the pictures to the board. This can easily be done by drawing light horizontal and vertical lines, so as to make a number of squares over the picture on the page. Next draw the same number of lines and squares on the board. By a little care the lines of the picture can be reproduced, and the unnecessary marks erased.

Second. Talk about the picture. Get the pupils to ask questions about it. Tell them to write down and bring in the next day all the questions they can ask. Put ten or twelve of them on the board. Let the pupils copy them, and the next day bring in written answers to each one. Here is a composition in outline: all that remains to be done is to arrange and connect these answers in a connected manner so as to form a continuous narrative, and the work is done—a composition is written, and no tears shed!

Teachers, try this plan, it has proved successful in thousands of instances already, and will prove equally successful in ten thousand more.

BUSY WORK.

1. Make piles of 2's, 3's, 4's, etc., with objects.
2. Press leaves on clay and cut them out.
3. For children who know the parts of flowers, give number of flowers and let them sort parts—putting stamens, etc., together.
4. Give a number of flowers, let children pull off petals and sort according to color, with certain number on a pile.
5. Paper cutting—certain number of squares, oblongs, triangles, etc.
6. See how many different forms can be made with a limited number of sticks.
7. Give number of kindergarten sticks to sort according to length or color.
8. Pieces of paper 12 inches long and an inch measure to make rulers; children mark the inches.
9. Copy example from board and illustrate.
10. Get advertising cards, cut them in parts, keep in packages, and give to children to put together.
11. Make pictures of five trees, five birds, five leaves, etc.
12. Give child a piece of pasteboard and a pin. Tell him to prick eight rows with two in a row, or any number desired.

A LANGUAGE EXERCISE.

Time, the last hour in the afternoon. As the class arrange themselves, the teacher steps to the backboard and rapidly draws a fish, saying, "What can a fish do?" "Swim," answers a dozen voices. "Tell me the whole story, Lulu." "A fish can swim." "What in?" A bright one has taken the "cue" and says, "A fish can swim in water." The teacher says, "Suppose the water was a small stream running from a spring; what would you say?" The answer comes promptly, "A fish can swim in a brook." Then to the assertions that "A fish can swim in a lake, or river, or an ocean," comes the queries, "What is a lake? Did you ever see one? Ever fish in one? How many did you catch? Suppose you had caught twice the number, how many would you have had? Suppose half you caught got away, how many would have been left?" Each one is animated, thinking and learning to express thoughts, besides having a general review of geography and arithmetic. Many wry faces and emphatic "No ma'ms" is the answer to "Would you like a drink of water from the ocean?" Then each one tells me something nice about where they would like some water from. After a complete and original sentence from each one, off they march happy and contented.

Delta, Ark. ESTELLE M. BLAKE.

PICTURE STORIES.

Nothing is more interesting, and enlivening, and profitable than picture stories. They can be used with great success. See a description of a special way of adapting them to school-room work under *Brief Lesson Plans*, in this number.

I.

II.

III.

IV.

TABLE-TALK.

HOW NEW YORK TEACHERS MARRY AND YET KEEP THEIR PLACES.

Three thousand, two hundred and ten teachers who are in the public schools of New York city are women. Section 33 of Article 12 of the by-laws, rules, and regulations of the board says:

"Should a female teacher marry, her place shall thereupon become vacant."

Do New York women teachers marry? We will introduce one and let her tell her own story. She was recently interviewed and here is what she said:

"Our high-flown orators keep telling us day by day that American slavery died and was buried over twenty years ago. I suppose they are afraid we might lose sight of the fact, but we can't forget it, because it's not a fact. When the Board of Education issues its decree that its teachers shall not marry, it undertakes to fly in the face of God's laws and to trammel us poor women as the statutes of the state never intended it should. I characterize this as an illegal and cowardly attempt to enslave us and deprive us of our constitutional rights. It is an attempt to demoralize and degrade the very excellent body of women from whom the rising generation must copy its first lessons. Should the board undertake to maintain its position, rebellion and insubordination, both open and covert, will result."

"But the teachers who disobey the mandate will be discharged?"

"Perhaps yes, and perhaps no. Now let me take you into my confidence for two half minutes. I will be twenty-three years of age next May, therefore I'm young. Claude, Augustus, Othello, and Charley, who take tea with us Sunday evenings, all vow that I'm angelic, perfection both in soul and body. I wouldn't contradict these nice young men for the world and therefore I must be pretty. Now then, it's been mathematically demonstrated that I'm both young and pretty, and I think I'm intelligent. Such a treasure as you now have the honor to gaze upon must naturally have many admirers and suitors, and, if she be not of adamant or ice, must yield. To come to a climax at once, I'm engaged to be married and I'll marry before next New Year's day, and I won't give up my position either, because it's not over-laborious, it brings me an income which may be of service, and I have a natural liking for the profession."

"How will you manage it?"

"The regulations provide that marriage shall not necessarily operate as a bar to reappointment. This means a great deal more than I would be willing to put in words. It means that a woman who lowers herself to seek the patronage of professional politicians may, under certain pledges and conditions, keep her place as a teacher, but I do not mean to submit to any terms or conditions. Wouldn't I make a beautiful subject for the pencil of an artist were I to assume a kneeling posture before Fatty Walsh or Paddy Divver, or the statesman who keeps the Morgue, and crave their mighty highnesses to allow me to get married? In saying this I intend no disrespect to the hundreds of worthy women whose married names appear in the directory of the board. I shall do what the actresses do—appear on duty as Miss and in my home as Mrs. It is hard to be driven to this double system of existence, but the responsibility must rest with the board alone. From a rough estimate I should say that there are over 200 married teachers who are borne on the records as single women. When they marry they move out to Jersey, Westchester, or Long Island, and nobody is the wiser. Fortunately, we are not compelled to live in the city."

"May not some complications arise from such a dual life?"

"There may be legal complications as there certainly are social annoyances, but if the man and woman are properly mated, these things go for little. I know several women whose homes are in Brooklyn and New Jersey, who are married to men who are also teachers in the schools here. Their hours at home and away from home are the same, and life flows along pleasantly. It is nonsense to say that a women cannot marry and attend to her school duties. Teachers have more time on their hands for household work than they can utilize. They have three months' vacation every year with Saturdays, Sundays, and all the legal holidays, and on the other days they work but six hours."

"Is the position of teacher so derirable that a woman should consent to tell white lies to retain it?"

"I say yes, because white lies harm nobody. Principals and vice-principals receive high pay, and good teachers get from $1,440 per annum down. Those who teach French, German, music, and drawing receive still higher rates. In the primary department the pay in some instances is as low as $504 per annum, but a really skillful teacher can look confidently to promotion. When you consider that women slave from sunrise till after sunset to earn a beggarly existence, I think the teacher has reason to be thankful. The sole question the board should consider concerning her is—does she perform her duties faithfully and well? If she does, it is merciless to dare to invade her domestic life?"

GENERAL EXERCISES.

GEMS AND PRECIOUS STONES.

FOR THE INTERMEDIATE CLASSES.

A few days before the exercise, place the following list on the board, obtaining as many of the names as possible from the scholars:

Sardonyx,

Diamond,	Amber,
Emerald,	Jet,
Garnet,	Meerschaum,
Topaz,	Pearls,
Amethyst,	Onyx,
Opal,	Ruby,
Turquois,	Corals,
Malachite,	Jasper.

Assign a gem to each pupil, requesting a few of the most interesting facts on each, its appearance, value, where found, and any interesting incidents connected with the subject. Request all to bring any specimens they may own.

When the time for the exercise arrives, write on the board the names of the gems assigned, in the order in which the pupils are to take them up. In doing this it is well to group them according to color. This will assist the school in forming an idea of the colors of each, an interesting thing for them to remember.

The following interesting facts may be distributed at the time the gems are assigned, and incorporated with the other matter that the pupils are able to find:

The largest diamond owned by a sovereign is in the possession of the Grand Mogul. It resembles in form and size half a hen's egg. Its weight is 297 3-16 carats, and it is valued at 11,780,000 francs.

The Orlow belonged formerly to the Sultan of Persia, but is now in the possession of the Russian crown. It is of the first water, without a flaw. It is about the size of a pigeon's egg, and once formed the eye of a Brahminian god.

The Sancy belonging to the court of France is one of the noted diamonds. At one time it glistened in the casket of Charles the Bold, but was lost by him in the battle of Granson; it was found by a Swiss who sold it to a priest for two francs, he resold it for three francs. In 1589 King Anthony of Portugal pledged it among other stones to the treasurer of France. He retained it by paying 100,000 frances for it. Henry III. borrowed it for the purpose of pledging it to the Swiss government, but the servant who was to convey it, fell among robbers and rather than deliver up the jewel swallowed it. After several years the place was found where his body was interred, and on dissecting the stomach the diamond was found.

The Koh-i-noor, or Mountain of Light, belonging to the Queen of England is remarkable both for its size and history. Its original weight was 186 carats. Its awkward shape and bad polish induced the queen to have it reset, and it lost thereby one third of its weight. It is now a beautiful diamond valued at 2,000,000 pounds sterling. It belonged formerly to the Grand Mogul, passed into the hands of the sovereign of Cabul, was taken from them by Runyert Sing, and after his death was taken possesion of by the East Indian Company and presented to Queen Victoria.

The breast-plate of the priests. Let one pupil be prepared to tell about the breastplate, Urim and Thummim, worn by the Jewish priests, and show with colored crayons or papers the colors and arrangement of the twelve stones.

The Foundation Stones. Let another name and describe the stones in the foundation of the city mentioned in Revelations.

The Signification of Gems. Let one pupil give the significations attached by the ancients to some of the gems. The following are a few:

Diamond, faith and reverence; garnet, constancy and fidelity; pearl, purity; emerald, insures true love; ruby, discovers poison; chrysolite, free from sadness; opal, sharpens the sight and faith of the possessor; topaz, prevents bad dreams.

FOR THE LITTLE ONES.

A Rainbow of Gems. Draw lightly on the board with white chalk, the outlines of a rainbow, dividing it into seven parallel bands to be filled with colored chalk by the children. Show them how to make a wide soft mark by using the side of the chalk instead of the end, and give to each one of the seven the piece of chalk he is to use. Let them stand in a semicircle near the board while they repeat their parts, which have been previously assigned and learned.

RED.

The gem for me is the ruby red
A rich clear light doth it always shed,
The diamond's beauty is noised far abroad.
But the ruby is first in the promise of God.

(*Steps to the board and draws the red band in the bow.*)

ORANGE.

The bright sardonyx stone will show
The second color of the row,
In the wondrous promise bow.

YELLOW.

"With light's own smile the yellow burns,"
The poet says, and here we place
It where the orange into yellow turns.

GREEN.

In the clover of the meadow
And the leaves upon the tree
The ever pleasing color
Of the emerald you see.

BLUE.

O blue are the skies on a clear summer day
And blue are the fairest of flowers,
And blue is the turquois, the jewel of truth,
That shines in this promise of ours.

INDIGO.

A deeper blue is the sapphire's hue,
And richer this beautiful gem;
On heads of might it has shed its light,
From many a diadem.

VIOLET

We've shown six colors of the bow,
Red, orange, yellow, green, blue, and indigo,
The color of the amethyst,
The violet, now completes the list.

The Rainbow. Another pupil joins the seven and repeats Genesis 9, 13, 16.

REPRODUCTION STORIES.

THE LITTLE CLOUD.

A little cloud was floating about up in the blue sky one bright summer day. Everything else was glad and happy except the little cloud.

"I am so little," it said. "What can I do? I am tossed about by every puff of wind; I cannot even choose my own path. If I were a bird I could sing a sweet song and everybody would be glad to hear me. If I were a sunbeam I could steal into some dark room, and make it bright and beautiful. Oh, how I wish I were a flower, anything but a cloud too small to be of use.

This happened on a very hot summer day. The grass was parched and dusty, the flowers hung their heads, and the brook was so dry that it could not sing its merry song.

But pretty soon all the clouds in the sky began to roll together and soon the rain came tumbling down. The little cloud was among them and felt that it was helping to do a little good after all. It concluded that nothing was really too small to be of use.

WHAT THE BROOK SAID.

Elsie had been out on a long ramble through the fields and was very tired. So she sat down on the moss by a brookside to rest. It was such a pretty brook, and it babbled so sweetly,—just as if it were talking. And pretty soon she began to understand what it said.

"Where do you come from?" she asked.

"I was born on the mountain top," the brook answered. "Up where a tiny spring creeps from under a big rock, I began my journey. From there I have dug a channel for myself over the rocks and stones, and here I am."

"What do you do when you come to a great rock?"

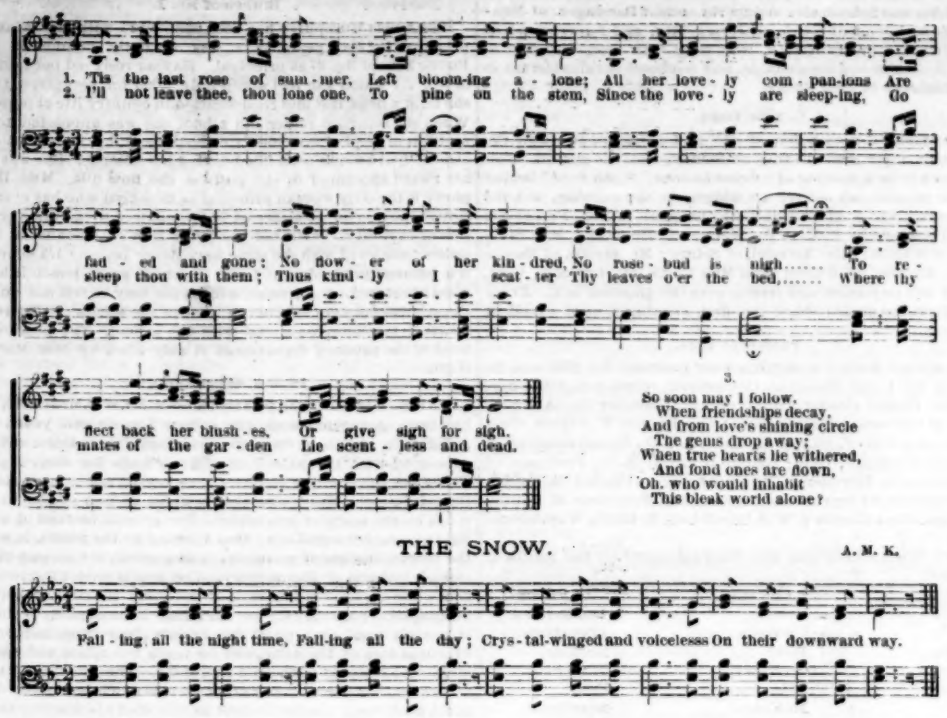
"Oh, I go under it if I cannot get by it."

"And don't you ever get tired?"

"Oh, yes, sometimes, but then I never stop. Down below here I turn a mill-wheel. If I should stop how would

T. MOORE.

THE LAST ROSE OF SUMMER.



3.

So soon may I follow,
When friendships decay,
And from love's shining circle
The gems drop away;
When true hearts lie withered,
And fond ones are flown,
Oh, who would inhabit
This bleak world alone?

THE SNOW.

A. M. K.

the corn get ground? One can never be unhappy while he has something to do for others."

Elsie sat up and rubbed her eyes. Had the brook talked to her, or had she been asleep? She could not tell, but kept thinking as she walked home, "One can never be unhappy while he has something to do for others."

GOLDEN THOUGHTS.

'Tis not the many oaths that make the truth;
But the plain single vow that is vowed true.
SHAKESPEARE.

Obstinacy's ne'er so stiff
As when 'tis in a wrong belief.
—BUTLER.

The land is dearer for the sea,
The ocean for the shore.
LUCY LARCOM.

At every trifle scorn to take offense;
That always shows great pride or little sense.
POPE.

As the evening twilight fades away
The sky is filled with stars, invisible by day.
LONGFELLOW.

A little fire is quickly trodden out;
Which, being suffered, rivers cannot quench.
SHAKESPEARE.

He that is drunken
Is outlawed by himself; all kinds of ill
Did with the liquor slide into his veins
HERBERT.

How poor are they that have not patience!
SHAKESPEARE.

In peace, there's nothing so becomes a man
As modest stillness and humility.
SHAKESPEARE.

'Tis death to me to be at enmity;
I hate it, and desire all good men's love.
SHAKESPEARE.

Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay.
GOLDSMITH.

Attempt the end, and never stand in doubt;
Nothing's so hard but search will find it out.
HERRICK.

Joy, and Temperance, and Repose,
Slam the door on the doctor's nose.
LONGFELLOW.

Pleasure must succeed to pleasure,
Else past pleasure turns to pain.
ROBERT BROWNING.

All may do what has by man been done.
YOUNG.

Ye who would in aught excel,
Ponder this simple maxim well,
A wise man's censure may appall,
But a fool's praise is worst of all.
JOHN MSS.

We live in deeds, not years; in thoughts, not breaths;
In feelings, not in figures on a dial.
—BAILEY.

The stone that is rolling can gather no moss,
For master and servant oft changing is loss.
—TUSSER.

PERSONS AND FACTS.

Ignorance, violation of all sanitary principles, miserable poverty, the extreme rigor of winter, and neglect by drunken parents are said to be some of the principal reasons why out of 1,000 children born in Russia scarcely 423 will reach their twentieth birthday. Statistics show that 345 out of each 1,000 die in the first five years. The Russian government is seeking means to diminish this frightful infant mortality, but with little hope of speedy success, since the main causes can only be eradicated by the progressive education and reformation of successive generations of the people.

Figures, which proverbially cannot lie, show that the corn fields of the United States cover a territory as large as England, Scotland, and Belgium united, while the grain fields surpass Spain in territorial extent. The acreage of our farm lands under cultivation is equal in extent to all of the united kingdoms of Great Britain and Ireland, France, Belgium, Portugal, Germany, and Austro-Hungary.

CONGRESSMAN ROCKWELL told the farmers up in his bailiwick the other day that agricultural colleges were proper enough, "only they have a tendency to wean the young men away from the farm."

An old Waterville (Me.) man remembers that in 1825, the churchgoers of that town, both male and female, used to walk barefoot to church on Sunday, carrying their shoes and stockings in their hands, and to sit down in some convenient spot and put them on just before going into the meeting-house. The same custom was practiced in many Maine towns in those old days. A stern economy was observed by the men and women who laid the foundation of Maine's prosperity. That is why we are not obliged to go barefoot now.

When little Louis' mother was putting him to bed the other night he said to her:

"Mamma, sing that song you sunged last night."

"But I sang several last night, Louis. Which one do you mean?"

"Oh, that pretty one you sunged.

"But how can I tell which one you mean? Can't you remember some of the words that were in it? What was it about?"

"I guess it was about Jesus and the pump."

"Jesus and the pump! Why, what a strange boy! There isn't any such song."

"Oh, yes, there is, mamma!"

The mother thought long and earnestly, and at last it dawned on her what the boy meant, and so she sang, to his entire satisfaction:

Jesus the water of life will give,
Freely, freely, freely;

The power of association in the infantile mind is a very interesting thing.

H. M. SULLIVAN, secretary of the board of trustees of the State University of Mississippi, was shot and killed recently by J. M. Howry, law professor of the university.

Rev. Wm. W. Martin, A.M., B.D., has been elected by the Board of Trust to the chair of Hebrew and Old Testament exegesis in Vanderbilt University.

The municipal officers of Paris ordered that books wherein the name of God is mentioned must be excluded from the public schools. This order was cancelled by the president of France.

THE THINGS OF TO-DAY.

Germany continues to furnish new evidence of the commercial spirit which is fast taking possession of the government and of the people.

Parliament has been prorogued until Nov. 11.

There are growing evidences that the government means to renew the policy of coercion in Ireland during the coming season. Evictions are already very numerous, and must multiply as the winter months pass.

The Russian journals are full of denunciations of what they call Bulgarian ingratitude.

The anthracite coal miners demand higher wages, and there is some possibility of a strike because these demands are not as yet conceded. But it is hard to see why the coal companies should refuse.

Two or three more slight shocks have been felt in Charleston.

The official returns of the Maine election give Bodwell a plurality of 12,714.

It is affirmed that a commercial treaty has been drawn up between Great Britain and this country relative to the Canadian fisheries, but the fact is not yet substantiated.

It is asserted that large frauds in prison management have been discovered in Ohio.

JUSTIN MCCARTHY, the noted Irish statesman and novelist, has arrived in this country.

At Rome a quarantine has been established against Sardinia on account of the cholera.

In Buffalo an interesting labor issue is the holding for trial on a charge of conspiracy of three members of a cigarmakers' union who attempted to put in force a boycott against non-union cigars.

"General" William Booth, the head of the English Salvation Army, has arrived here.

Rioting in Belfast continues. Rumors of a Fenian plot.

The General Assembly of the Knights of Labor in the United States met at Richmond this week.

The Republicans of Massachusetts have nominated Mr. Oliver Ames, the candidate for governor.

The dislike of the average laborer in the east to a Chinaman is apparently not innate. Twenty "Heathen Chinee" recently applied for admission to the Knights of Labor organization in this city and were let in. Good!

Interest in books and reading must be sadly on the decline in England. At least no less a person than the distinguished Dr. Bond, one of the librarians of the British Museum, bewails the fact that the British towns do not care anything for libraries.

The news from the northwest territory is bad. The Blood Indians, on the Crow Creek reservation, have broken out, as is stated, because of a quarrel with the Gros Ventres, and are wasting and slaying over a wide stretch of wholly unprotected country. The despatches state that already over one hundred white settlers have been killed, and property of great value has been destroyed.

Russian officials have a striking way of proclaiming the arrival of the Czar. The day before the imperial train, guarded by soldiers along the entire line, trundles into town, several Nihilists are hastily convicted and conspicuously hanged. This ceremony prepares the populace for the full enjoyment of the imperial presence.

The first industrial exposition of the colored people of the district of Columbia opened last week.

The recent case of George W. Bartholomew, president of the Charter Oak, of Hartford, Conn., is the worst of the New England embezzlements recently reported. Over $100,000 was deliberately stolen from the company by this man and spent no one knows how. It is supposed, however, that it went to other concerns in which Mr. Bartholomew was interested. Such a supposition seems to explain away the mystery which at first always surrounds the ruin of a man commonly supposed to be honest.

The Prime Minister of England recently made a speech which was remarkable for three things. It contained a distinct threat that gag law should be introduced into the British Parliament at its next session. Then the speaker practically called Mr. Gladstone a liar for making an alleged misquotation. Finally, the government was committed in favor of a scheme to establish a peasant proprietary in Ireland. Now it is impossible not to wonder, at this distance, how the English people will like to have free speech suppressed in the Commons; how Mr. Gladstone will meet the charge against his veracity; and if the Tory Ministers really hope to quiet Ireland by anything less than Home Rule.

Russia's temptation to go to war must be slight indeed when she can gain so much without fighting. Not to mention the tribes and nations she has absorbed unopposed in Central Asia, and the prospect of a similar performance in the Balkans, she continues to beat England all along the line in Afghanistan. When the present Boundary Commission began its work, there were more than 9,000 square miles of territory in dispute. Of that, it is now announced, more than 7,000 square miles have been conceded to the Czar, and the disposition of the remainder is still doubtful.

Too little notice is taken by the public of accidents such as occurred recently at Scranton. Six men were entombed alive and one poor fellow killed outright by the collapse of a colliery roof. Every one of the buried men was married and several had large families dependent upon them.

When you ask for Hood's Sarsaparilla do not be pursuaded to buy any other preparation.

EDUCATIONAL NOTES.

ALABAMA.

The state normal school at Florence has been growing in importance and favor since it was founded, 1873. The average annual attendance has been about 200, the number of graduates, between 75 and 100. There are three courses, the elementary course, designed to fit teachers for work in common schools; the advanced course which prepares teachers for the high schools and academies; and the professional course, for students who have completed the academic work of either of the above named courses. Prof. T. J. Mitchell, who was recently elected president of the institute, is peculiarly fitted for the work. He is himself a trained teacher, a teacher by profession and for the love of it. He, therefore, knows what to do and how to do it. For years he has been at the head of one of the best school systems in the south (in Charlotte, N. C.), and did a great deal to elevate teaching by establishing a training school there.

CONNECTICUT.

MR. J. S. COOLEY, of Enfield County, did excellent work in penmanship at Saratoga this summer. It is stated that he has worked up something new on the subject.

IOWA.

The Northern Iowa normal school opens very auspiciously. The people of Algona turned out *en masse* to extend their greeting to the new enterprise. At the meeting held in the court house, speeches were made by Mr. J. R. Jones, Mrs. Lizzie P. Read, Col. J. M. Comstock, Mr. H. S. Vaughn, and Mr. Wm. Ward. Prof. J. C. Gilchrist, the president of the school delivered the principal address. In the course of his address he said: "Citizen and law-makers should open their eyes to the momentous fact that we commit to the teacher the work of laying the foundations for character, culture, social opinions, moral ideas, and all that contributes to high manhood and good citizenship in a nation of sixty millions of people, and that his is the loftiest and most important of vocations. Then the state, influenced by such a view, will put forth its power liberally to educate men and women for the great profession. Iowa has been liberal in many things. We all honor our commonwealth, but it cannot be said that she has been generous to her best servants, the 20,000 teachers within her borders. She has founded one school and no more. Let her found others. Let her give to the noble northwest of her territory, from which she has withheld her donations so continuously, a school—one with broad foundations and high walls, fully equipped and ably officered."

The first positive and official announcement of the opening of the Northern Iowa Normal school at Algona was made on the 7th of August last, just one month and one day in advance of the opening day. Most of those intending to enter a normal school had their plans already made for going to some one of the established schools. Nevertheless, thirty-four students are already enrolled, and the enrollment for the term will probably exceed fifty. Of those already here, nearly all are from a distance. The northwestern counties are well represented, and some hail from southern Iowa. The school is well and comfortably housed, the conveniences and appliances of education are ample, instructors are hard at work, and the head of the institution is making his power of administration and direction felt. The people of Algona feel great confidence in the institution.

KENTUCKY.

MISS CASSIE ROBINSON, who has recently returned from Valparaiso, Ind., where she attended the normal school for two years, has charge of the English in Clinton College for the present. The teacher employed for that department for the year is Miss Elenor Worthington, of Ohio. As she could not come at the opening of school Miss Robinson has consented to fill the place for the present.

The small people in the primary department of Clinton College are greatly delighted with the prospects of regular daily lessons in drawing. The teacher is Miss Dilliard, recently from Virginia. The drawing lessons in the primary are free.

MINNESOTA.

PROFS. KIRK and HYDE, assisted by Supt. Blake, conducted a very pleasant institute at White Bear during the last week in August.

PRIN. ANTHONY JOHNSON is endeavoring to secure the schools of Benson a place in the high school list.

PROF. S. W. MOUNTZ, of Sterling, Ill., has been engaged to take charge of the music in the Duluth public schools.

MISS SARAH SCOVELL, a prominent teacher in Murray County, has resigned the principalship of the Slayton schools and accepted a position in the Lake Crystal school.

MISSOURI.

The Carrollton schools opened Sept. 13, under the supervision of the former superintendent, W. D. Dobson. Of the sixteen teachers employed last year, thirteen were re-elected for this term.

Among the changes in the state this year are the following: J. C. Whitecarver takes charge of Burlington Junction schools; S. M. Jordan, of Stanberry schools; and J. M. Hussey, of King City schools.

NEW JERSEY.

In the educational notes of our last issue a reflection was cast on the schools of South Jersey, in comparison with those of the northern part of the state. It was stated that the children of the wealthy did not attend the public schools; that private schools flourished, and that nothing was done voluntarily for the public schools

We are informed this is a misrepresentation of the true state of affairs. In the first place, there is no dividing line between the rich and the poor, all attend the public schools alike. Private schools do not flourish, on the contrary, they are "few and far between." Secondly, in school buildings, furniture, and in all modern appliances, the southern part of the state is ahead of the northern. Gloucester and Salem counties have 150 schoolhouses, and all but three have modern furniture, and all the modern appliances, such as maps, charts, globes, dictionaries, gazetteers, and encyclopaedias, which go to help the teacher and make it pleasant for the pupils.

As to the efficiency and zeal of the teachers, the writer of last week's article is respectfully referred to the President of the State Normal School, also to Superintendent Barringer, of Newark, Superintendent Edson, of Jersey City, and Superintendent Jacobus, of New Brunswick, who were with them last year at their institutes and associations, and rendered invaluable aid in the discharge of their duties.

NEW YORK.

The teachers' association of the first district of Delaware Co. will hold their first meeting at Sidney, Oct. 15 and 16. This promises to be a meeting of intense interest. State Supt. Draper will be present and deliver an address in the evening, and the second day will be given entirely to teachers' work. Papers are to be presented by Prof. C. W. Skinner, of Hancock; Miss Stebbins, of Walton; Miss Antisdel, of Sidney; Mr Jacobs, of Masonville; Miss Gay, of Walton; and Miss Curtis, of Hancock. Com. Purdy will be present and preside over the question box. Every effort is being made to have the first meeting a most excellent one.

PENNSYLVANIA.

The annual Bucks County Teachers' Institute for 1886 will be held in the Court House at Doylestown, commencing Monday, October 11, and closing Friday evening, October 15. A strong corps of instructors is announced: Col. Francis W. Parker, Cook Co. Normal School, Ill.; E. E. White, LL. D., Superintendent of Schools, Cincinnati, Ohio; George G. Groff, M. D., Professor of Physiology in Lewisburg University; Prof. Thomas M. Balliet, Superintendent City Schools, Reading, Pa.; Prof. Geo. M. Philips, Principal West Chester S. N. S.; Prof. Geo. E. Little, Washington, D. C.

The following institutes have been appointed for the month of October:

DATE.	COUNTY.	PLACE.
Oct. 11,	Bucks,	Doylestown.
Oct. 11,	Cambria,	Ebensburg.
Oct. 18,	Birks,	Reading.
Oct. 18,	Crawford,	Meadville.
Oct. 18,	Erie,	Erie.
Oct. 18,	McKean,	Smethport,
Oct. 18,	Susquehanna,	Montrose.
Oct. 25,	Allegheny,	Allegheny City.
Oct. 25,	Montgomery,	Pottsdown.

SOUTH CAROLINA.

By mistake, South Carolina notes of Sept. 18, were published under North Carolina.

The officers of the state teachers' association (colored) for the coming year are: President, P. F. Oliver; 1st Vice-President, P. G. Drayton; 2d Vice-President, Miss Maria F. Avery; 3d Vice-President, W. S. Shelton; 4th Vice-President, F. A. Peters; Recording Secretary, J. E. Wallace; Corresponding Secretary, M. F. Williams; Treasurer, T. J. Gregory.

W. S. MONISSON has resigned the superintendency of the Spartanburg schools, S. C., and has been elected to organize and superintend the city schools of Greenville, S. C.

TENNESSEE.

PROF. ED. WRIGHT, of Troy, opened a fine school at Rives last Monday.

PROF. WALTER H. BRICE opened school at Obion academy, Obion, Tenn., Monday, the 6th of September.

The fall term of the school in Obion normal college began Sept. 6. The largest number, 122, of pupils was enrolled last Monday that was ever enrolled at any opening of terms of the school.

TEXAS.

S. H. FLAKE, who has held the position of principal in the Calvert School, has been promoted to the superintendency at Navasota. H. W. South will be his first assistant

MISS OLA LEE WRIGHT spent a portion of her vacation in San Francisco, in attendance upon the National Associations of Teachers of Deaf Mutes.

VIRGINIA.

J. H. PATTERSON has resigned his position as Superintendent of Schools of the city of Danville, and the Board of Education has appointed Easton Randolph to succeed him.

WM. A. BOWLES, for several years past Superintendent of Schools of Staunton, has resigned to accept the office of principal in the Richmond schools. W. W. Roberston has been appointed by the Board of Education to succeed him.

WEST VIRGINIA.

NACY M. WATERS, a recent graduate of the university, is the new principal of the Morgantown public schools.

PROF. BUNNER, of Marion County, has been elected principal of the Weston public schools.

W. W. TAPP will be first assistant in the Piedmont public schools this year.

BROOKLYN, N. Y. PUBLIC SCHOOLS.

PUBLIC SCHOOL NO. 1.

Mr. C. R. Abbott, principal of this school has been connected with the same for over seventeen years. He is a firm believer "in the necessity of good teachers bringing their own originality and personality to bear upon all their class exercises." As a matter of necessity, in a large city like Brooklyn, there must be a thorough and systematic course of study in all the schools, and all must be based upon a common standard or percentage in examination. Teachers must therefore be kept strictly to the line or system of work laid out for them; yet for all this they must have their own originality and personality, and this must be exercised upon the members of the classes. They must also have a sense of responsibility aside from that of merely bringing their classes up to a certain percentage in examination. Mr. Abbott is assisted by Miss L. L. Lowe, head of the primary department. There are about thirty teachers connected with the school.

The pupils are taught to think for themselves; to illustrate.—Reproduction stories are often given to the pupils, but not in the sense of mere memory exercises or study of language, expressions, etc. The "whys and wherefores" are brought out by the pupils, and each expresses his own views regarding the characters of the story

INTERMEDIATE SCHOOL NO. 8.

Branch of No. 1.

Miss Agnes Humphrey has been connected with this school as principal for two years. She was formerly connected with Public School No. 27 as principal. Having resigned her position in No. 27, which she had acceptably filled for seventeen years, she took a brief rest and recuperation in country life experience. When she returned to her old school she was appointed to the position of head of intermediate department, her former position as principal having been filled during her absence. She was soon afterward appointed to the position she now fills. Miss Humphrey is the only woman principal in Brooklyn who has ever received the maximum salary of $3,000 allowed to the male principals of that city. With her the profession of teaching and the duties connected with the same have never become irksome. It is a beloved profession and one in which great possibilities of good are stored. "A teacher's influence may be felt not only in the school-room but also in the home of the scholar." There are fourteen teachers connected with the school. The position of head of the primary department is ably filled by Miss Mary B Hart.

PUBLIC SCHOOL NO. 4.

This school is under the principalship of Mr. Wm. M. Jelliffe, who has been connected with the school for sixteen years. Mr. Jelliffe is a graduate from the New York City College, and was connected with the New York City schools for eleven years. There are thirty-three teachers here besides ten teachers in the Branch School. Much attention is given to, and special interest is felt in, the study of geography. The graphic method of teaching the same is carried out. Map drawing by the pupils, in which the general outline of countries is first given, is followed by the special features of the country. The pupils render their recitation while engaged in the work of outlining the countries whose geographical position they are studying. Each country is studied separately until each pupil can rapidly draw from memory an excellent map of the same, and be ready to explain and specify all special features connected therewith. The drawing of maps according to different scales of measure is much practiced. That great proficiency can be attained in this study is forcibly shown by actual work done by the pupils in very brief time.

There are three departments in this school. Miss Mary E. Conklin is head of the intermediate, and Miss Mary E. Marsh head of the primary department.

PRIMARY SCHOOL NO. 4.

This school is under the principalship of Miss Agnes Reilly, who was formerly head of the intermediate department of No. 4. Connected with this school is an excellent kindergarten department. Actual experience has shown the principal, Miss Reilly, that children entering the intermediate department of our school after having been taught in the kindergarten school are much better fitted, and are in advance of those who had not this special training.

The kindergarten department is under the special charge of Miss L. A. Brooks, who has been connected with this school for eleven years. She is an enthusiastic, earnest teacher, and is well fitted for this special work.

PUBLIC SCHOOL NO. 11.

This school, situated in one of the pleasantest parts of Brooklyn, is under the efficient charge of Mr. L. F. Lewis, who has been principal of this school for many years. He has been ably assisted in his work by Miss Agnes Frisbie, head of the intermediate department, and Mrs. Lewis, wife of the principal, who has since the occupancy of the new building, or rather extension of the old, filled the position of head of the primary department. The extension to this building has been urgently needed for several years, the primary department having been so crowded that half-day sessions had to be adopted. But with the present new addition of class-rooms all are comfortably accommodated.

PUBLIC SCHOOL NO. 15.

Mr. Geo. N. Carman has been connected with this school since April, 1885. He succeeded the former principal, Mr. T. Jacobson, who resigned to accept a position in the new training school. Mr. Carman came from Ypsilanti, Mich., where he held the position of principal of the high school. He is a graduate of the Michigan University, and brings to this new field of work much energy and enthusiasm. He is specially interested in the study of best authors for the grammar grades. The school has three departments, the grammar and intermediate being in the school building on third avenue, and the branch primary on Schermerhorn street. The heads of the departments are: intermediate, Miss Mary A. Stuart and Miss Virginia Blake; primary, Miss Lydia A. Eginton and Miss Libbe A. Eginton. There are thirty teachers employed in the main building and sixteen in the branch school.

PUBLIC SCHOOL NO. 18.

Mr. Edward Bush, principal of this school, has been connected with the same about twenty years. He is a graduate of the normal school of New York, and was formerly connected with the New York City schools. He is the president of the Brooklyn Teachers' Association, and principal of the high school in the eastern district, which, under his charge, has proven a great success. Mr. Bush is assisted by Miss Mary Wilson as head of the intermediate department, and Miss Francis Higbie as head of the primary department.

Mr. Bush was lately the recipient of a beautiful gold watch from the residents of the ward in which he resides, as an expression of the high regard entertained toward him.

NEW YORK CITY.

The Art School of the Metropolitan Museum, which aims especially to supply instruction to artist artisans, resumed work Oct. 4, at No. 214 West Twenty-fourth Street, and John Ward Stimson, the superintendent, is anticipating a thoroughly successful season. About 200 students received instruction last year, and the applications for instruction thus far received indicate that a larger number will attend this season. The classes of instruction cover color, composition, and free-hand drawing, sculpture, modeling, architectural draughtsmanship, chasing, and

repousse work in metals, perspective, construction, and industrial designing, anatomy, physiology and expression, window and wall decoration, cabinet drawing and interior designing, decorative and clay modeling, and a mechanical class.

Entrance examinations for students of both sexes have recently been held at Columbia College. President Barnard says that he knows of but seven women likely to take the Freshman studies, and fourteen women scattered through the other three years. The president is convinced that the number is thus limited because they must seek their instruction outside the college. The average of scholarship among the women is high, particularly in the study of Greek, but few of them go in for the higher mathematics. The number of new students entering the college in all its departments is not far from 500. All the old professors whose terms of office expired in June have been reappointed. A new officer has been added to the college, a superintendent, Mr. Holbrook Fitz John Porter, son of Gen. Fitz John Porter.

Last Monday the choral society, started last year in connection with the Normal College Alumnæ Association, held its first rehearsal in the chapel of the Normal College. The society is again to be conducted by Mr. Frank Damrosch, and is composed entirely of Normal College graduates. All the college graduates being eligible to membership, it is expected that a large number will avail themselves of the opportunity to join this year.

The Board of Education, sitting as trustees of the College of the city of New York, very properly reduced the salary of their secretary to $500 from $1,500. The duties of the place are performed by the clerk of the Board of Education, who heretofore has also received a salary of $6,000 (as clerk), thus making his total pay $7,500. This is the abuse which the Commissioners of Education are most immediately pressed to remedy. Their action is encouraging. Now let them divide the rest of the clerk's salary by three and the result will represent the proper sum to pay him. *N. Y. Tribune.*

The Board of Education, according to its last annual report, employs 3,898 teachers of all grades, 3,672 of whom are engaged in the public schools, the remaining 226 being attached to what are known as the corporate schools. These latter embrace a score of such institutions as the New York Orphan Asylum, the American Female Guardian Society, and the Children's Aid Society, which are under the jurisdiction of the Board, but really operated under special charters granted by the state legislature. Of the 3,672 teachers who serve in the public schools, 3,210 are females.

The Board of Education recently asked the Police Board to detail three uniformed policemen to assist the truant officers.

The Board of Excise have refused to grant licenses to the Grand Opera House or to the American Institute on the ground that it is unlawful to sell liquor in places of amusement. In what places then is it lawful to sell liquor? What are saloons? Are they schools? Shops? Places of entertainment? A good classification of their character might help the Board of Excise to do its duty.

JERSEY CITY.

One of the most eloquent, interesting, and instructive lectures ever given before the teachers' association was given Sept. 15, by Rev. A. E. Winship, editor and publisher of *National Journal of Education* and *American Teacher*. His subject was "Mental Growth and Development." Jersey City teachers will be glad to see and hear from the speaker again.

The Board of Education has decided to re-organize the training school, and place it on a business-like basis.

REPORT OF THE NEW HAVEN SCHOOLS.

The ratio of children who attend school in New Haven is larger than in most cities. The number under thirteen years of age employed in the manufacturing establishments is not enough to warrant the intervention of proper authorities. In school-room work every teacher is expected to spend a brief time out of school hours each day in preparing her plan for the next day. There can be no valid excuse for those who fail to do so. There is little suffering in the schools from over-pressure. The only *sure* preventive is the employment of only those teachers who have received thorough professional training. The work of teachers is judged on its merits. The same results are not expected from difficult schools as from schools better situated. Allowance is made for physical and mental weakness in a scholar, and children who ought not, in their own interest, to be examined, are excused. The marking system has been abolished, in the high school, a change that will likely prove a triumph in the science of teaching. Promotions are no longer make upon an annual examination. Monthly and semi-monthly reviews are given, and a record is kept of the standing of the pupils upon these tests. Drawing is taught in all grades. Since mechanical drawing has been introduced, the work has grown beyond the capacity of one instructor. Industrial work has been introduced in the schools. Sewing is taught in the intermediate and lower grammar grades; clay modeling and plaster casting, in the Dwight, Skinner, and Woolsey schools. Detachments of boys from all the grammar schools, excepting the Woolsey and Winchester, have been trained in carpentry. This department has outgrown its accommodations, and steps are being taken to secure other quarters and employ a regular instructor. A good work has been accomplished in music. "Sight singing" is taught in all grades. The interest in the study of music as a science continues unabated in all the schools, from the lowest to the highest. The aim of the schools in every department is not so much to communicate knowledge as to stimulate intellectual life and train the mind to right methods of action.

LETTERS

MEMORIZING NAMES.—Is it a benefit for a pupil to learn the name of a place he knows nothing about; for instance, the long list of names given in our geographies to be located and memorized by the pupils? *M. M.*

To the average pupil it would be of little benefit, for names thus memorized cannot be retained long. There are those, however, who can take a column of map questions, day after day, write it, and whose tenacious minds will retain the knowledge gained and find it serving them all through life. But it is not for this class that we devise our schemes and plans. A teacher is not capable of giving instruction in geography who cannot associate with the names whose location she would have memorized, some interesting or important fact. Isolated ideas connot be recalled. There is no question but geographies overdo the matter, and if followed would require a great deal of useless knowledge. It is the teachers place to cull from them and teach only such things as, in her estimation, are important for the child to know.

MISTAKES.—Prof. Tanney says we should say, "I mistake," not, "I am mistaken." James Russell Lowell wrote the following in an autograph album: "The three hardest words to learn in any language are, 'I am mistaken.'" The London correspondent of the New York *Times* said a few weeks since that everywhere he heard men quoting Mr. Healy's aphorism: "You can't have federation till you have got the Legislatures to federate with." Is there such a verb as federate? Is the word "got" used correctly?

Among the Personals of June 19, you have the following: "Father Hyacinthe Loyson is quoted as saying that Mr. Gladstone's eloquence 'is the grandest that this age has produced,' which is more than can be said of the reverend gentleman's grammar." Wherein is it wrong? O.

James Russell Lowell thought more of the sentiment and the common way of expressing it than he did of the correctness or incorrectness of the language. The idea is, it is hard for any one speaking any language to bring himself to acknowledge that he is mistaken.

School teachers would say Mr. Healy's language was very incorrect. "Got" is not used correctly: "federate" is a coined word. But those expressions are winked at A strong practical truth is expressed in homely words, and they often strike the hearer more forcibly than when expressed in well-rounded, polished sentences.

A METHOD IN HISTORY.—Please describe the best method or methods of teaching United States history to pupils of senior grade in high or normal schools, with a text like Scudder's, for instance? H.

First, be master of the subject yourself, not of one day's lesson and then the next, but let the history of the country you are teaching be spread out before you as a whole. Have many standard works for reference. Teach topically; outline each day, distinctly and pointedly, the topics for the next lesson. Aim at the cultivation of the imagination. Without imagination, history cannot be mastered. Mental pictures, not memory, will impress the events upon the mind. Require recitation by topic; invite discussion for historical diversions relate or read stories and poems bearing upon the subject; review important events and dates by using Northam's charts or those of your own preparing. These are general directions for teaching history. For the development of any particular subject or event, the following method might be adopted:

I. The story of the event.

II. Its place in history; cause and effect.

III. Important point, date, and characters to be memorized.

IV. Biographical narrative.

The form of development may vary with the topic; but *development* of every subject should be the aim of the teacher.

It is unnecessary in this day and age to say, never assign a lesson of from five to ten pages, as if history were to be taught by the foot or yard. This method is nearly obsolete; also the practice of drawing out the account of the most stirring events in detached portions by a series of questions.

Prominent events must be mastered; without them there can be no philosophy of history, surely, and with them there is very often none. It rests with the teacher to put the spirit of history into a collection of facts. Whatever he is master of and sees himself, he can make his scholars see.

LANGUAGE FOR GRAMMAR GRADE.—I would like to see something in the way of practical grammar for grammar grades in your columns. What book best answers the purpose? L. E. S.

There are excellent grammars published now, aiming to meet the demand for greater exercise in the use of language, and containing less of the technicalities of grammar. "Short Lessons in English," A. S. Barnes & Co., New York; Mrs. Knox's Book, D. C. Heath & Co., Boston; Supt. Powell's Books, Cowperthwait, Philadelphia; Reed & Kellogg's, Clark & Maynard, N. Y.

Not any of these may just meet your idea of language work, but any one will serve as a good guide to be enlarged upon or changed as much as you like. You are expected to supplement any study with work of your own, according as your class may need.

ROSA DARTLE is decidedly revolutionary. She evidently wants me, a grammar teacher, to leave my "ographies" and my "ologies" and come down to hard-pan. "See the bug on the mug." Zoology and geology—perhaps I might still find use for my scientific lore. How I should enjoy the novelty of the thing! But the "How?" would take worlds of study. Have I not studied enough? I suppose Rosa Dartle, with her serious view of things, would answer, "You may have studied enough for a grammar class, but not enough for a primary class!" That is rich, too! Still I seem to see some truth in it. Indeed, perhaps, it holds the clue to all my difficulties. The children *are* so dull of comprehension—can it be because their earlier teachers *had not studied enough*? I should like to go away down to the roots of things, dig them up and plant them over again, even if I had to learn how, first. I *do* get so weary of butting against dullness and trying to interest in intelligent subjects pupils who have apparently never had an insight into anything. Sometimes I wish the fairy prince would come and deliver me. Rose Dartle means well—but the *pay*. It will be many a long day before I shall hear the sweet accents of a trustee saying, "Miss W— you are a successful teacher—come and take a primary class in my school. I will make it worth your while." So I fear I must remain in the position of

LITTLE SALLY WATER.

MAKE HASTE SLOWLY.—The Germans act on the principle that what is worth doing at all is worth doing well. They stamp the impressions deep and then the result is abiding. They go slowly to give the young minds time to thoroughly master the thought, to incorporate it into his very existence. But is this in reality such slow progress? If the children have learned the geography of their place, if they have come to understand that geography is a live, real, tangible study of something within their reach, comprehensible by the senses,—their home,—they have gained more real power than months of so-called teaching of geography from books alone can give. If they have been brought in contact with the event so vividly portrayed, so as to feel a longing to know more of the events of the past, they have gained more than months of committing dates and dry details can give. That teaching is best which creates a healthy thirst for more. L. SEELEY.

The farmer informs the teacher that he wishes his boy "to cipher through the arithmetic and get through his geography." Union schools and academies strain and rush to accomplish the same results before Regents. The child has been scampering over the same ground for the past six years. Hurry stamps the work; training and useful and interesting knowledge is lost sight of. What does such teaching amount to? Teach a subject thoroughly, slowly, and once will generally be sufficient.

REQUESTS AND COMMANDS.—Does not the teacher hold a position of authority? Should she command or request her scholars to do what she wishes? C. H.

The teacher is in authority and has the right to command, and the right to enforce obedience in all just requirements. But better results will be obtained and a kindlier feeling prevail if the teacher will keep authority in the background and request in a kindly manner what she wishes done. Make the scholar feel he is conferring a favor, and his sense of politeness will compel him to do as you wish. Scholars will become polite—there is no escape from it—if the teacher is truly polite and considerate in her dealings with them. Many a teacher has gone to her home at night saying in her heart, "It was all my fault, a little different tone, and Georgie would never have thought of rebelling." Authority is to be asserted when the case demands it; hundreds of little commands are issued every day, but let them be in a kindly tone, and very often followed by that little word "please." There is great tact in politeness, and the roughest boys have been overcome by it. Establish the idea among scholars that you are their friend and not an absolute ruler that has come among them.

DO WOMEN MAKE BETTER TEACHERS THAN MEN? If so, how is it there are none who rank with Pestalozzi, Froebel, Payne, and Parker? C. F.

There have been, and are now, male teachers who stand head and shoulders above all others in the profession, but considering the two as a class it must be conceded that a woman is better adapted by nature to the training of children than a man. The great masters in the art of teaching have been men who possessed in a marked degree those traits of character that are woman's distinguishing characteristics. In tact, patience, gentleness, keen understanding of, and sympathy with, child-nature, she is man's superior. Did hundreds of the women training children to-day stand as far removed from us, and alone amid the same unfavorable surroundings as Pestalozzi or Froebel, their names and work would be as bright as theirs. When teaching consisted of imparting a vast amount of knowledge, when women were denied all advantages for higher training, they had no place in the field, and with difficulty obtained a footing; but now all is changed; she is there to stay, and indications are that she will soon be sole possessor of the field—that is, in teaching children.

But there is another side to the question. For older boys a man seems better adapted to the work. However capable a woman may be of teaching them, boys from fifteen years upward need the guiding hand and example of one of their own sex. A man is their ideal; not a woman. He can best mould their character and fit them for what is awaiting them. Not woman alone, nor man alone, is needed in this wonderful work of training the young; each has a special part to perform, in which each excels, and there is no need of one supplanting the other.

BOOK DEPARTMENT.

NEW BOOKS.

THE AMERICAN CITIZEN'S MANUAL. By Worthington C. Ford. New York: G. P. Putnam's Sons. $1.25.

The questions concerning the relations of a citizen of the United States to the government under which he lives, are questons of the day, because each day brings uppermost some new phase of the life with which these relations have to do.

Preliminary to a study of the powers of government as they have been exercised, one does well to consider the organization of the state as though it were a passive machine, to be inspected while the steam is turned off. The editor of the present work undertakes this investigation with a thoroughness and clearness very gratifying to the reader. The peculiar varieties of government in the different states of the Union render the editor's task by no means an easy one; but he brings to the work a fullness of information and a style of attractive simplicity that is sure to make the book popular. It deals with questions concerning which every American ought to be informed, in a fashion that all will find readable.

THE LABOR MOVEMENT IN AMERICA. By Richard T. Ely, Ph.D. New York: T. Y. Crowell & Co. $1.50

The author does not claim this work to be a history, but merely a sketch of the Labor Movement in America. He has in view in the publication of the book, two chief purposes: one, to show that the subject is full of material interesting and instructive, and possessing elements of pathos and picturesqueness; second, to convince his readers of the vastness of their present opportunities. He aims to show that, owing to the youthfulness of America and the plastic condition of its habits of thought, it is in our power permanently to avoid many of the evils under which older countries suffer.

The author believes that the present crisis in our country's history is full of grand potentialities either for good or evil, as our action may direct and determine. His presentment of facts indicates wide and careful research among such books, pamphlets, and newspapers as constitute the literary record of the subject; and a thoughtful investigation of the question in its actual and living relations. His treatment is broad and comprehensive, dealing with the fundamental questions of the labor movement to the exclusion of such minor and incidental topics as are often prone to intrude themselves into a discussion of this nature.

Throughout the book is evinced a kindly sincerity that establishes cordial relations between the author and all candid readers, whether they agree with his conclusions or not; and these conclusions are adopted in a spirit of just and honest conservation that cannot fail to commend the book to thinkers, in all classes.

SADLER'S COMMERCIAL ARITHMETIC. By W. H. Sadler and W. R. Will. Baltimore: W. H. Sadler.

In this volume, the authors have furnished an arithmetic of convenient size, and embracing the whole field of modern business practice to the exclusion of every useless theory or obsolete subject. From the start they have shown the application of the general law of the increase and decrease of numbers to all classes of problems as they are successively reached, thus freeing pupils from arbitrary rules adapted only to a specific class of problems.

The book is brief and clear in its definitions and explanations, simple and labor-saving in its methods of solution; and by its exclusion of non-essentials, giving room for an unusually complete treatment of essentials. It contains an abundance of just such problems as our boys and girls will be called upon to solve in practical business work, and in this feature has an advantage over many other arithmetics. It is published in two editions, differing from each other in material respects—one intended for use in business colleges, and the other specially adapted for use in other schools.

The work is excellent both in its underlying principles and in execution, and is well worth the encouragement which it is receiving so widely among teachers.

AUTOBIOGRAPHY OF BENJAMIN FRANKLIN. With Notes and a Chapter Completing the Story of His Life.—Riverside Literature Series,—No. 19. Boston, 4 Park St.: Houghton, Mifflin, & Co. 15 cents.

An account of Franklin, one of our Noble Americans, is sure to have a good effect upon pupils generally, realizing which the publishers have prepared this account of his life, his autobiography, for supplementary reading in schools. This account takes the form of a letter to his son, William, and being written in the first person, is sure to bring the pupils into closer union with the great man. It commences with the date of his birth in 1706, and goes down to the publication of the first number of his "Poor Richard's Almanac," in 1732. The account from that time on forms the contents of the next number in this series, No. 20, which is now just ready. In cases where the text seemed to call for illustration or explanation, some occasional foot-notes have been added, but in order to hold the pupils' interest, all points and words that could be fully understood from reference to a dictionary have been allowed to stand without explanation. The autobiography closes in 1757, from which time till his death forms the subject of a chapter at the close of the autobiography. The two numbers, the present and the one which follows, of course are separate volumes in the series, but they can also be had from the publishers, bound together in boards.

PROFIT-SHARING BETWEEN CAPITAL AND LABOR. Six Essays. By Sedley Taylor. New York, 108 Chambers St: J. Fitzgerald. 15 cents.

A full account of the methods of dividing the profits between the employer and the workman in several departments of industry—manufacture, agriculture, and commerce—is here given. In the first essay, the author describes the system in the Maison Leclair, a French institution; and in the second and third essays, a politico-economic view of the system in vogue in many countries, introducing many extracts and arguments from papers and addresses delivered by some of the most prominent men in this field. In the fourth essay is described the system of the Paris-Orleans Railway Company; in the fifth, profit-sharing in agriculture, and, as an appendix, Mr. Vandeleur's Irish experiments; and in the sixth, profit-sharing in distributive enterprise. Though all the ideas contained herein have special application to England and other European countries, it will be found valuable as suggesting a means of settling one of the most vexed questions of the time in our own country.

GERMAN OF TO-DAY. Prepared for the use of schools and for private study. By Dr. N. Heinemann, F. R. G. S. New York, 739-741 Broadway: Cassell & Co. 40 cents.

The selections in many text-books in German are culled from the writings of the "old masters," and the student must often unlearn some of his rules of grammar, etc., before he can understand the language as it is written and spoken at the present time. This little book contains about seventy-five short extracts from German writings since 1870. A great number of subjects have been treated; so the extracts are varied in tone and interesting as well as instructive. The book is printed almost entirely in the German text, but where foreign words have been introduced, as is the case in a few instances, they are printed and spelt in the language from which they have been taken. At the back of the book, after the lessons, are notes, mainly of a historical or biographical nature, which explain or illustrate the text; and these are followed by an appendix, containing the chief rules of modern German orthography. The whole forms a book of less than one hundred pages, which is strongly bound in cloth.

MODERN PETROGRAPHY. An Account of the Application of the Microscope to the Study of Geology. By George Huntington Williams. Boston: D. C. Heath & Co. 25 cents.

A commendable action has recently been taken by the above house in the publication, under the title of "Monographs on Education," of essays of practical value and interest to teachers, prepared by specialists in the field of the theory and practice of education. The above is the first issue of the series, and the name of the author is a guarantee of its contents. He has given a careful but brief account of the origin and history of microscopical petrography, and some other methods of rock investigation. Germany has been the home of these investigations, and it is very interesting to run over the names of some of the men who have been instrumental in developing this branch of science; but some marvelous results have been attained in this field by French investigators, notably Fouque and Michel-Levy, of which the author gives a brief account. He then considers modern petrography in its relationship to other allied sciences, geology especially. In the pamphlet, after the essay is a bibliography of such important books and papers as may be of service to those who wish to get the most necessary petrographical literature. This is followed by a note on the practical preparation of rock-sections, and on the manufacture of petrographical apparatus.

PEDAGOGICAL BIOGRAPHY. No. 1—Schools of the Jesuits. No 2—Comenius. By R. H. Quick. Syracuse, N.Y.: C. W. Bardeen. 15 cents.

In treating the schools of the Jesuits, the author considers carefully their code of instruction, their organization, their mode of teaching, lecturing, etc., their care of the mind, soul, and body, and the cause of their success. Throughout though he shows their system to be very rigid, still a feature is that learning is made attractive. In conclusion he says that no matter how little we may approve their system, it contains many points which it would be well to imitate, and suggests some few reflections upon our own system. The second chapter treats and defines the doctrines of Ascham and Montaigne, and of Ratich, and of Milton.

In the sketch of Comenius the author tells of his career after his banishment from Moravia, in the Bohemian mountains, in London, in Sweden, and at Leszno, telling the political misfortunes which befel him, explaining his principles as derived from nature, his order of mental development, his course of instruction, and the reception tendered to his books, "*Janua Linguarum Reserta*," and "*Orbis Pictus*," and other writings. In his treatment the author displays a large and comprehensive knowledge of his subjects, and presents it in a clear, intelligent, readable manner. Each of these books contains about thirty pages, bound in pamphlet form.

NORTHEND'S MEMORY SELECTIONS. Advanced Series. Syracuse, N. Y.: C. W. Bardeen. 25 cents.

There are three dozen cards in this series, each containing eight or ten selections adapted for committing to memory, from the writings of the best authors and thinkers in the English-speaking world, among whom are to be seen the names of Longfellow, Daniel Webster, James Russell Lowell, Bishop Hall, Emerson, Henry Ward Beecher, Whittier, Tupper, Chaucer, Addison, Pope, Dr. Johnson, Coleridge, Pascal, William Penn, and others. Though mainly culled from the English language, other sources have been drawn upon, as the Bible, Cicero, Bruyere, Goethe, Humboldt, Victor Hugo, Aristotle, Michael Angelo, and Thomas a Kempis. Altogether there are two hundred and fifty-five selections, treating all sorts of subjects and having for their main object the elevation of the character and the man.

They are short, concise, and to the point, and each truth is sure to have a salutary effect upon the lives of the pupils. The cards are three by five inches in size, and are enclosed in a neat box.

REPORTS.

BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF NORTH CAROLINA, 1883-84. Hon. John C. Scarborough, State Superintendent of Public Instruction.

Besides the reports of the several school districts and the various educational institutions, the state superintendent's report includes many recommendations for the advancement of education in the state. A special feature is the attention paid to the normal schools, of which there are over ten in the state—a good mark of progress.

In the partial report for the year 1885, which accompanies the above report, Hon. S. M. Finger, state superintendent, there is a still greater increase noticeable in the number of schools, and in the public sympathy with the progressive spirit of the state.

THIRTY-SECOND ANNUAL REPORT OF THE STATE SUPERINTENDENT OF COMMON SCHOOLS OF MAINE, 1885. Hon. N. A. Luce, State Superintendent.

The report proper contains a review of the common and free high schools, the normal schools, and the several educational associations, both county and state. The superintendent has devoted considerable time to the supervision of scientific temperance instruction, as demanded by law, and promises to early supply valuable information upon that subject. He makes some excellent recommendations in regard to school matters generally, and speaks of some of the needs, and how they are and should be met. The second part of the report is devoted entirely to statistical tables and detailed school matters.

FORTY-SEVENTH ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF MICHIGAN, 1885. Hon. Theodore Nelson, State Superintendent of Public Instruction.

Like all other state reports, this contains statistical and general information upon school and other educational matters, but a special feature are the diagrams showing, (1), the average monthly wages of teachers, from 1861 to 1885; (2), the per cent. of attendance to school populations, from 1861 to 1885; and, (3), the relative growth of township and district libraries. From these we see that, in 1861 the average monthly pay was for men, $26, and for women, $14; in 1874, men teachers received an average of $52, and women $28; in 1880, the men averaged $37 per month, and the women $25; while in 1884, an average of $47 per month was paid to men teachers, and $31 to women; thus showing that the pay to women teachers was highest in 1885, and to men in 1874. In regard to attendance, we find that 80 per cent. of the school population attended in 1861; in 1868, nearly 71 per cent; in 1873, there were 79 per cent.; and in 1885, but 69 per cent. The libraries of the state now contain over 260,000 volumes in the district libraries, and about 110,000 volumes in the township libraries, a continual and rapid increase during the past fifteen years.

GOVERNOR'S MESSAGE, AND ACCOMPANYING DOCUMENTS. VOLUME I. WISCONSIN. 1885. Hon. Jeremiah M. Rusk, Governor; Hon. Robert Graham, State Superintendent of Public Instruction.

We have here a book of about 1,000 pages, included in which are reports of the state officers; but that of most interest to us is the biennial report of the state superintendent of public instruction. The period covered by this report is from June 1, 1882, to June 30, 1884. There is noticeable a healthy, slow, but sure increase in the educational advantages of the state, and in the attention which the public are paying to educational matters. In preparing the report, the state superintendent has expended much time and labor, under many disadvantages, but has produced an exhaustive and valuable document.

NINETEENTH ANNUAL REPORT OF THE STATE BOARD OF EDUCATION OF MARYLAND, FOR 1885. Hon. M. A. Newell, Secretary.

From this report can be noticed a steady, though not a rapid, progress in the schools, and in fact that only recently has public sentiment been enlisted in regard to the advancement of education. The number of schools and of pupils, the amount paid for teachers' salaries, and the cost of each different pupil, and the total expenditures have just about doubled during the past twenty years; and while the receipts from the state school tax shows hardly a perceptible increase, that from the county school tax show an increase of five-fold. The receipts from the free school fund have decreased over one-half, but the income from all sources has about doubled.

MANY MISTAKES MENDED. New York: N. Tibbals & Sons. $1.

This book contains twenty-five hundred corrections in speaking, pronouncing, and writing English, with practical hints on composition and punctuation. It deals with words liable to be confounded,—slang vulgarisms and colloquialisms, affectations, pronunciation, letters, cultivation of style, and other points relative to the general subject.

The author realizes the prime importance lately assumed by the study of English, and the justice with which this foremost place has been thus accorded.

"Language," he says, "is the vesture of thought. Whoever would increase in knowledge must not neglect its proper embodiment in words, and whoever advances in facility and accuracy of expression will at the same time make progress in general intellectual culture."

The specific object of this book is to promote more accurate habits of expression, both in writing and speaking, by correcting the mistakes widely prevalent among the people. Although not intended to correct all the mistakes made in speaking and writing English, it does include those of most frequent occurrence. The book occupies a field of its own, and does so with conspicuous merit.

LITERARY NOTES.

The sale of "King Solomon's Mines" has reached 35 000 copies, and new editions are being rapidly printed. It is published by Cassell & Co., New York.

Prof. C. F. Richardson, of Dartmouth, has in the Putnam's press a work on "American Literature from 1607 to 1885."

Matthew Arnold contributes to the October number of *The Century* a paper on "Common Schools Abroad."

Mr. Stanford White is designing the cover of the new *Scribner's Magazine*.

The "Handbook for School Superintendents, for 1886-87" is now ready. It is issued by The Writers' Publishing Co.

The size of the *Chautauquan* for the coming year is to be increased to 84 pages.

"Help and Sympathy for Working Girls" is the title of the opening paper in the October *Quiver*, and a very sensible article it is too.

A very interesting "Talk About Bridges," by Rossiter Johnson, in the October *Wide Awake*, conveys much information.

Apropos of the coming celebration in 1887 of the adoption of the constitution, making New York City the first seat of government, we notice that Mrs. Martha J. Lamb's "History of New York City," published by A. S. Barnes, has a complete history of it.

CATALOGUES AND PAMPHLETS RECEIVED.

Reports Concerning the Public Schools of Wilmington, Del., 1885-86. D. W. Harlan, Superintendent of Schools.

Biennial Report of the Territorial Superintendent of District Schools, 1882-83; the Report of the University of Deseret, and the District School Law, Utah. L. John Nuttal, Territorial Superintendent.

Report of the Board of Administrators of the State Normal School, 1886; and Register and Circular of the State Normal School of Louisiana, 1886-87. E. E. Sheib, A.M., Ph.D., President.

Report of the Centenary Biblical Institute, of Baltimore, Md., 1886-87. Rev. W. Maslin Frysinger, D.D., President.

Sixth Biennial Report of the Public Schools of Oregon, 1885. E. B. McElroy, State Superintendent.

"They will save teachers much hard work"—*N. E. Journal of Education.*

COMPOSITION CARDS

In five packets of twenty cards each. A carefully graded series of Composition Cards intended to help pupils observe carefully, think clearly, and write fluently. Handsomely illustrated. By HARLAN H. BALLARD, *Principal of Lenox Academy, Lenox, Mass.*

Each Card deals with a type of Composition, and suggests the method of treating all similar subjects, and in most cases from six to twelve other subjects are appended for further practice. Among the varieties of composition thus developed are, **Paraphrase, Memory-writing, Invention, History, Biography, Autobiography, Story-telling, Discussion, Writing from Pictures, Analysis, Criticism, Description of Objects, Description of Pictures, Description of Scenery, Description of Processes, and many more.**

Special attention has been given to the recording of observations from Nature, as in the cards on "A Piece of Quartz," "The Growth of a Plant." "The Life of a Butterfly," etc. Packets A and B are suitable for Primary and lower Grammar Schools, C for Intermediate and upper Grammar School grades, and D and E for upper grade Grammar and High Schools. You will find them just what you have been waiting for. *Introduction and examination price, 24 cts. per packet; $1.20 for the series.*

"I shall put them into the hands of a practical teacher for trial, but I have no hesitation in saying that their method is excellent,—the matter is admirably selected and arranged, and in ordinary hands they are calculated to lift the sometimes dreary work of teaching composition up to a plane of excellence and progressive improvement. Mr. Ballard deserves great credit for the shrewdness with which he has anticipated the lines of natural interest in the child mind." CITY SUPT. ANDERSON of Milwaukee, Wis.

CRAVEN'S MODEL CARD SELECTIONS FOR RECITATION.

A carefully chosen collection of Recitations printed on separate cards. Edited by Miss M. T. Craven and Miss A. A. Brown, of Newark, N. J.

The series consists of three grades or packets, one each for Primary, Intermediate, and Advanced Classes.

Each packet contains thirty-six cards, classified as follows: Twelve cards suitable for Holidays twelve for Seasons, and twelve of a Miscellaneous Character.

The advantage of this arrangement over the old way of buying such material in book form is easily apparent. *Price, post-paid, each packet of 36 cards, 40 cents; Series, $1.00.*

THE WRITERS' PUBLISHING COMPANY, 21 University Place, New York.

Literary Leaders.

The greedy grasp of monopoly is broken. The short-sighted policy of seeking ***$1.00 profit*** from each of ***1,000 readers*** gives place to the more liberal plan of asking ***a few cents profit*** from each of ***a million readers,*** ($1.00 multiplied by 1,000 equals $1,000, but 2 cents multiplied by 1,000,000 equals $20,000). Surely the most brilliant products of American literary genius are wanted by the millions. The ***expiration of copyright*** enables me now to publish beautiful editions of some of the most famous writings of ***EMERSON, IRVING, PRESCOTT, HAWTHORNE,*** and others. I here describe three volumes which I offer as representative of their authors, and as specimens of new styles in book-making which I have recently introduced.

Emerson says: In the highest civilization the book is still the highest delight. He who has once known its satisfactions is provided with a resource against calamity. Angels they are to us of entertainment, sympathy, and provocation, whose embalmed life is the highest feat of art.

John Ruskin says: Life being very short and the quiet hours of it few, we ought to waste none of them in reading valueless books; and valuable books should, in a civilized country, be within the reach of everyone, printed in excellent form, for a just price.

Ideal Edition is the name I have adopted for the new form and style in which I issue many celebrated works. It is almost universally pronounced unique and beautiful, as neat and graceful as it is convenient, easy for the eye, perfect in form for hand-holding and equally well adapted for the library shelf. Description is inadequate. *See it!*

Nature and other Addresses is the volume I have chosen to represent Emerson. It is the work which most greatly contributed to his fame. It treats of: *1,* NATURE; *2,* COMMODITY; *3,* BEAUTY; *4,* LANGUAGE; *5,* DISCIPLINE; *6,* IDEALISM; *7,* SPIRIT; *8,* PROSPECTS; *9,* THE METHOD OF NATURE; *10,* LITERARY ETHICS. It is printed from Long Primer type, on fine heavy paper, bound in fine cloth, beveled boards, gilt top, price, ***40 cts.;*** half Morocco, marbled edges, ***65 cts.***

Prescott's Miscellanies best represent this author, in the estimation of many, and I therefore offer, in one volume, his biographical and critical essays on: *1,* CHARLES BROCKDEN BROWN; *2,* CERVANTES; *3,* SIR WALTER SCOTT; *4,* MOLIÈRE; *5,* ITALIAN NARRATIVE POETRY. In typography and binding this volume is nearly uniform with the "Nature," Etc., of Emerson. In fine cloth, beveled boards, gilt top, price ***40 cents;*** half Morocco, marbled edges, ***65 cts.***

Irving. WASHINGTON IRVING'S two most celebrated works are "The Sketch Book," and "Knickerbocker's History of New York." These two famous books I have published in one volume, in large, beautiful, leaded type, with a fine portrait of IRVING, very finely bound in half Morocco, marbled edges. The only other edition published, known to me, which at all compares with this, is issued at the price of $3.00. As a sort of "Literary Coup D'Êtat," to win the book-buyers of the continent, I offer this volume, for the nominal price of ***50 cts.***

An Enigma. "How you can publish good books at such low prices is an enigma. It is perfectly wonderful, this constant stream of first-class books and the low price they are offered at."—FRED MYRON COLBY, Warren, N. H.

Beat Alden! "Evidently the only publisher in the country who can beat John B. Alden at furnishing first-class books at low prices, is that gentleman himself! He has surpassed his former ventures."—*Morning Star*, Boston, Mass.

Great Offer. As the most effective means of advertising these and numerous other standard and popular works which I publish, I offer, *for a short time only, **sample volumes*** of the books described, as follows: For **25 Cents** a copy of EMERSON'S ***"Nature,"*** Etc., in cloth, as described, will be sent post-paid. For **40 Cents** a copy of PRESCOTT'S ***"Miscellanies,"*** in half Morocco binding. For **50 Cents,** IRVING'S ***"Sketch Book,"*** and ***"Knickerbocker,"*** as described. This gives the opportunity of securing a ***specimen*** of ***each author,*** and ***each style of binding,*** at only nominal cost; they will be sent as ***specified, only,*** at the reduced price—if wanted otherwise, full price will be charged.

Discounts Books sent post-paid at prices named, or by Express at discounts as follows: ***Over*** **$5.00** at ***20 per ct.;*** over **$15.00** at ***25 per ct.*** discount. ***Illustrated Catalogue*** of Choice Books, 132 pages, ***4 cts.;*** ***Condensed Catalogue, free.***

JOHN B. ALDEN, Publisher, 393 Pearl St., New York.

The Alden Book Co.: Clark and Adams Sts., **Chicago;** 420 Yonge St., **Toronto.**

PRACTICAL ELOCUTION.

By J. W. SHOEMAKER, A.M.

ENLARGED.

Designed for use in Schools and Colleges and for all interested in Elocution.

The many editions of "Practical Elocution" that have been issued, and its **extended use in the best schools and colleges** go far to prove what the publishers claim, that it occupies the **first place among works of its kind,** and that its sale is more extensive than that of any similar book.

In response to the request for illustrative reading matter, the book has been *enlarged by the addition of one hundred pages of the choicest selections,* affording the widest range of practice in the several departments of **Voice, Articulation, Gesture, Analysis,** and **Expression,** subjects which are fully treated in the body of the work.

This work now contains 300 pages. The retail price is $1.25, but it will be *supplied to schools for first introduction at* **75 cts.** *per copy, and in lots of 100 copies at* **62 1-2 cts.** A sample copy for examination will be mailed to any teacher upon receipt of the introductory price, 75 cents, and 12 cents to prepay postage.

CHARLES C. SHOEMAKER, Manager,
127 GIRARD STREET. PHILADELPHIA.

Publication Department, The National School of Elocution and Oratory.

BOOKS FOR SCHOOL EXHIBITIONS,

AND WHERE TO GET THEM.

CHILDREN'S HOUR By Mrs. M. B. C. Slade. Containing Dialogues Motion Songs, Tableaux, Charades, Blackboard Exercises, etc., for Primary Schools, Kindergartens. 1 vol., 16mo, boards. Price, 50 cts.

EXHIBITION DAYS. By Mrs. M. B. C. Slader. Dialogues, Speeches, Tableaux, Charades Blackboard Exercises, etc., adapted to scholars in the Common, Grammar, and High School. 1 vol., 16mo, boards. Price, 50 cts.

PLEASANT TIMES. By Marion Wayland. Containing Dialogues, Recitations, Motion Songs, etc., *entirely new*; price, 50 cts.

THE NEW DIALOGUES. By C. M. Barrows. 1 vol., 16mo, boards. 27 Dialogues, new and original; price 50 cts.

MANUAL OF GYMNASTIC EXERCISES. By Samuel W. Mason, Supervisor of Boston Schools 1 vol., 16mo.; price, 40 cts.

NATIONAL KINDERGARTEN SONGS AND PLAYS. Written and Collected by Mrs. Louise Pollock, Principal of National Kindergarten Normal Institute, Washington, D. C. 1 vol., 16mo, boards; price, 50 cts.

CHARADES AND PANTOMIMES. For School and Home Entertainment, with additions by Oliver Optic. 1 vol., 16mo, boards; price, 50 cts.

POPULAR AMUSEMENTS. For School and Home with additions by Oliver Optic. 1 vol., 16mo, boards; price, 50 cts.

*** Any of the above sent by mail, postage paid, on receipt of price.

HENRY A. YOUNG & CO.,
55 Franklin St., Boston.

Masterpieces in English Literature.

By HOMER B. SPRAGUE, A.M., Ph.D.,

President of Mills College, California; late Head Master of Girls' High School, Boston.

THIS WORK CONTAINS, ENTIRE,

THE CLERK'S TALE, by Chaucer;
Spenser's EPITHALAMIUM;
Several of Bacon's ESSAYS;
Shakespeare's MACBETH;
Milton's AEROPAGITICA, MASQUE OF COMUS,
and HYMN ON THE NATIVITY;
and Bunyan's PILGRIM'S PROGRESS.

These, with copious explanatory notes, studies in *language, rhetoric,* and *literature,* a sketch of each author's life and works, etc., make up a volume of 445 pages.

Teachers wanting a copy for examination may obtain it by mail for $1.50, the introduction price. The book may be returned if not satisfactory, and the money will be refunded. The cost of sample will be credited on bill for introductory supply.

Any of the parts may be had separately for class use. The MASQUE OF COMUS is now ready.

Send for circular of testimonials from the most prominent literary men and teachers in the country; also, our catalogue of other valuable Educational Works.

The Interstate Publishing Co.,

30 Franklin St., Boston. 183, 185, 187 Wabash Ave. Chicago.

LADIES OF AMERICA

And for that matter delicate natures all over the globe, whose life is sedentary, whose regimen is dry and farinaceous, are troubled even to distress by a torpidity which men seldom know. You might as well expect a healthy city whose sewer system was constantly clogged as to expect health with irregularities of this nature. The blood gets filled up with bile and poisons, the head aches, the hands and feet are cold, the appetite is fickle and abdominal distress is general under such unfavorable circumstances.

A CATHARTIC

Regularly and judiciously used is therefore a necessity. Select one, however, that is purely vegetable, that assists Nature without demoralizing it, and for this purpose nothing equals

SCHENCK'S MANDRAKE PILLS

DR. SCHENCK'S Book on Consumption, Liver Complaint and Dyspepsia, sent Free.
DR. J. H. SCHENCK & SON, Philadelphia, Pa.

R. H. MACY & CO.

14th ST., SIXTH AVE., and 13th St., NEW YORK.

GRAND CENTRAL FANCY AND DRY GOODS ESTABLISHMENT.

SOLE AGENTS FOR THE UNITED STATES FOR THE CELEBRATED

RED STAR BRAND OF **WONDERFUL WEARING VELVETEEN,**

NOTED FOR ITS UNEQUALLED COLOR AND FINISH. THIS FAST PILE DRESS AND MANTLE VELVETEEN WAS AWARDED THE ONLY GOLD MEDALS AT THE INTERNATIONAL EXHIBITION AT VIENNA IN 1873, PARIS 1878, NICE 1883.

TO PREVENT IMITATIONS A RED STAR WILL BE FOUND STAMPED ON THE BACK OF EVERY SECOND YARD.

THESE GOODS ARE OF ENGLISH MANUFACTURE, 24 INCHES WIDE, AND IN 39 DIFFERENT COLORS.

PRICE, 74 CENTS,

SAMPLES MAILED ON APPLICATION, AND MAIL ORDERS PROMPTLY FILLED.

R. H. MACY & CO.

CURE FOR THE DEAF

Peck's Patent Improved Cushioned Ear Drums perfectly restore the hearing and perform the work of the natural drum. Always in position, but invisible to others and comfortable to wear. All conversation and even whispers heard distinctly. We refer to those using them. Send for illustrated book with testimonials, free. Address F. HISCOX, 853 Broadway, N. Y., Mention this paper

Musical, far sounding & highly satisfactory Bells for Schools, Churches etc.
MENEELY & CO. WEST TROY, N. Y. Established 1826
Description and prices on application

THE WONDERFUL **LUBURG CHAIR.**
Library, Smoking, Reclining, and Invalid Chair Combined.
50 CHANGES. Price, $7 and up. Send Stamp for Catalogue
LUBURG MFG. CO. 145 N. 8th St. PHILA. PA.

THE PUBLISHERS' DESK.

The fourth annual meeting of the association consisting of the employees of the firm of James M'Creery & Co, was held at the St. Denis Hotel, on Thursday evening, Sept. 30, 1886. The opening speech was made by Mr. J. Crawford M'Creery who is greatly interested in the success of the organization, as in everything affecting the welfare of the employees of the firm. He spoke very cheeringly of the growth and management of the society and the good work accomplished by it since its organization. The report of Mr. Ensworth, the secretary, was read and adopted.

The treasurer, Mr. O. D. Kremm, who has held the office from the organization, showed in his statement that the society was in sound financial condition, as per the following figures:

Monthly dues, $968; donated by firm, $100; interest, etc., $257; reserve fund, $500; balance from 1885, $365.26. Total, $2,190.26 Disbursements, $902 25. Balance in treasury, $1,288 01.

The following officers were then elected to serve until the next general meeting in January, 1888:

President, J. Crawford M'Creery; Vice President, Hanford Crawford; Treasurer, O. D. Kremm; Secretary, S. S. Ensworth. Directors, Josiah Tucker, D. H. Johnston, Thomas I. Soden, C. W. Lowndes, D. O. Jones, L. C. New, Mrs. Sutton.

Votes of thanks were tendered to Mr. J. Crawford M'Creery, Mr. O. D. Kremm, and Mr. Hanford Crawford, for their good counsel and services in the society; also to Mr. Wm. Taylor for the free use of the meeting-room.

The meeting then adjourned, subject to the call of the president.

No scholar to-day can fail to appreciate the important place that our great National Cyclopædias take among the educational agencies that are available for the students; and no one, it would seem, unless the circumstance are peculiar, can afford to be without them.

For the American scholar, Johnson's great work stands unparalleled. Its scholarly character gives it a claim to authority that cannot be impeached, and the moderate rates at which the new revised edition is now offered, cannot fail to make it the most popular work of the age. (See adv. on last page.)

The value of actual models for perspective drawing, has been fully acknowledged by all drawing teachers of any experience. It has come to be an accepted truism, that without forms there cannot be any adequate comprehension of form. This fact has been seized upon by the Prang Educational Co., of Boston, and made the basis of their excellent series of models designed for the teaching of form and drawing in the public schools. Consisting as they do of both solids and tablets arranged in a carefully graded series, and made with great regard for accuracy and beauty, it is not to be wondered at that they have been extensively adopted by the leading cities of the country, and are considered by them almost indispensable.

" He'll hear no tone
From the maid that he loves so well,
No telephone
Communicates with his dungeon cell."

Thus sang the redoubtable Ralph Rockstraw, whom we all so well remember in the days not long ago, when "Pinafore" was all the rage. It would have been a happy day for poor Ralph had he known what wonderful things are being said about Peck's Patent Improved Cushioned Ear Drums, which, it is declared, perfectly restore the hearing and perform the work of the natural drum. If a pair of these had been put up in his dungeon cell, they doubtless would have conveyed to the imprisoned sailor many a tone from the lass that he loved so well.

PROF. DOREMUS ON TOILET SOAPS:

"You have demonstrated that a *perfectly* pure soap may be made. I, therefore, cordially commend to ladies and to the community in general the employment of your pure 'La Belle' toilet soap over any adulterated article."

Is made from the choicest quality of stock, and contains a LARGE PERCENTAGE of GLYCERINE; therefore it is specially adapted for Toilet, Bath and Infants.

Ye Costumes of finest fabrick are Cleansed or Dyed without injury at

LEWANDO'S FRENCH DYEING AND CLEANSING ESTABLISHMENT,

17 Temple Place, Boston, U. S. A. | Fifth Ave. cor. W. 14th St. New York.

Price List Sent Free.

STATEN ISLAND

Fancy Dyeing Establishment.

BARRETT, NEPHEWS & CO.,

5 and 7 John Street, New York.
47 North Eighth Street, Philadelphia.
43 North Charles Street, Baltimore.

Dye, Clean and Refinish Dress Goods and Garments. *Dresses Cleaned and Dyed without Ripping.*

Goods received and returned by mail and express; also called for and delivered free within city limits.

Send for Circular and Price List.

BOOK AGENTS WANTED for

PLATFORM ECHOES

or LIVING TRUTHS FOR HEAD AND HEART,

By John B. Gough.

His last and crowning life work, brim full of thrilling interest, humor and pathos. Bright, pure, and good, full of "laughter and tears." it *sells at sight to all.* To it is added the Life and Death of Mr. Gough, by Rev. LYMAN ABBOTT. 1000 Agents Wanted,—Men and Women. $100 to $200 a month made. *Distance no hindrance as we give Extra Terms and Pay Freights.* Write for circulars to A. D. WORTHINGTON & CO., Hartford, Conn.

JOHN E. POTTER & CO.,

PUBLISH PHILADELPHIA.

Murray's Essential Lessons in English,	.75
Murray's Advanced Lessons in English,	.90
McElroy's Essential Lessons in Etymology,	.75
Kellerman's Elements of Botany,	$1.25
Baldwin's English Literature, 2 vols.	1.50
Fenno's Science and Art of Elocution,	1.25
Fenno's Favorites, No. 1, 2, 3, 4, each,	.25
Harrison's French Syntax,	2.00
Dillard's Exercises in Arithmetic,	.50

Special Prices for introduction. Correspondence solicited.

SCHOOL BOOKS BOUGHT

TEACHERS

Send us a list of all the School Books you wish to dispose of and we will make an offer for cash or exchange.

W. H. KEYSER & CO., Tenth and Arch Sts., Phila.

CHAMPLIN'S LIQUID PEARL

Endorsed by

Patti, Lotta, Titiens, Kellogg, Vokes, Janauschek, Fanny Davenport, Agnes Ethel, Sara Jewett, Mrs. Scott-Siddons, Mrs. D. P. Bowers, Charlotte Thompson, Etc., Etc.

The great beautifier of the complexion, removing all pimples, tan, freckles, blotches, sallowness, sunburn, etc.

75c. for Ex. Large Bottle.

(Nearly double size of former 50 cent bottle.)

Of Druggists and Perfumers.

CHAMPLIN'S LIQUID PEARL

FOR A LONG TIME

it was supposed that cutaneous cosmetics could not be used without being hurtful to the skin; and this even now is true of many preparations.

But medical and chemical knowledge and experiments finally succeeded in producing an article, that, while it is the most perfect aid to beauty, acts upon the skin in the three-fold capacity as a ***stimulant, detergent*** and ***emollient; i. e., first,*** it promotes the health and hue of the skin by stimulating the circulation of the blood in the minute vessels; ***second,*** it softens and relaxes the texture of the skin, and makes it more elastic and sensitive; and, ***third,*** it removes decayed particles that obstruct the pores of the skin, and increases its transparency, delicacy and beauty. And this article, which has the required qualities of a perfect ***complexion cosmetic,*** and the only one which combines the two great desiderata is "Champlin's Liquid Pearl."

This magic cosmetic imparts the most natural and delicate complexion at once, while it induces such healthful action of the skin, and in no case can its use be attended with deleterious results.

Sunburn, Tan, Freckles, Pimples, Sallowness, Blotches, etc., are speedily removed by it.

☞ *Its use cannot be detected on the most delicate skin.*

Applied to the neck, arms and hands, it gives an appearance of *graceful rotundity and engaging plumpness,* as well as pearly, blooming beauty.

Sold by all Druggists and Perfumers at 75 cents for Extra Large bottle (nearly double former 50 cent size).

Beware of Imitations, and see that the facsimile of the Proprietors' Signature as well as a vignette of Lotta is on the label of every bottle, and the name "CHAMPLIN'S LIQUID PEARL" is blown in the white glass.

The components cost 3 to 5 times those in any other preparation, hence its superiority and consequent popularity in the *higher circles.*

"Get the Best."—*Champlin's.* [a]

** Some druggists yet have 50 cent size.*

GLAD TIDINGS TO ALL!

Send to the OLD RELIABLE. NO HUMBUG

Greatest inducements ever offered. Now's your time to get up orders for our celebrated Teas and Coffees, and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Gold Band Moss Rose Dinner Set, or Gold Band, or Moss Decorated Toilet Set, or white Granite Dinner Set, or Beautiful Parlor Hanging Lamp, or Watch. No house can give the same quality of goods and premiums as we. We stand at the head and defy competition.

For full particulars address

THE GREAT AMERICAN TEA COMPANY,

P. O. Box 289. 31 & 33 Vesey St., New York.

ALLEN'S FORTY LESSONS —IN— DOUBLE ENTRY BOOK-KEEPING

(As Used in Actual Business.)

Arranged for Graded and High Schools.

Price, $1 50; Introduction price to Schools and Teachers, $1.00. Sample copies sent at Introduction price. Money refunded if not satisfactory. Second edition now ready.

GEORGE ALLEN, Newberne, N. C.

MACMILLAN & CO.'S

SERIES OF SCIENTIFIC TEXT-BOOKS.

Huxley's Lessons in Elem. Physiology	$1.10
Geikie's Lessons in Physical Geog.	1.10
Roscoe's Lessons in Elem. Chemistry	1.10
Jones' Junior Course of Pr. Chemistry	.70
Jevon's Elementary Lessons in Logic	.40
Stewart's Lessons in Elem. Physics	1.10
Lockyer's Elem. Lessons in Astronomy	1.25

Educational Catalogue sent free on application.

112 Fourth Ave., New York.